



2019-20 20-Year Charter Review Report IDEA Public Charter School

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BOARD VOTE AND KEY FINDINGS¹

The District of Columbia Public Charter School Board (DC PCSB) staff has conducted a 20-year charter review² of IDEA Public Charter School (IDEA PCS), as required by the School Reform Act (SRA).³ The school elected to adopt the Performance Management Framework (PMF) as its goals and student academic achievement expectations (charter goals).⁴ The school did not meet the required standard of earning an average PMF score of 50% over the review period. However, staff recommended that the Board use its discretion to continue the charter with conditions for the reasons outlined in this report.

IDEA PCS is a local educational agency (LEA) that currently educates 288 students at a high school serving grades 9-12 in Ward 7.

As stated above, the school adopted the PMF as its charter goals. A school earns points on the PMF based on its performance on common measures across schools serving similar grades. For high schools, the categories are: student academic progress and achievement in English language arts (ELA) and math; school climate as captured by attendance and re-enrollment rates; and multiple “gateway” measures including the percent of 9th grade students who are on track to graduate, graduation rates, PSAT performance, SAT/ACT performance, college acceptance rates, achievement in Advanced Placement (AP), International Baccalaureate (IB), or dual enrollment programs, and achievement in career and technical education programs (CTE).

The school’s one charter goal was to achieve an average PMF score of 50% over the review period.

The school’s PMF results are as follows:

IDEA PCS – PMF Outcomes					
2014-15⁵	2015-16	2016-17	2017-18	2018-19	Average
N/A	Tier 2 42.2%	Tier 2 42.7%	Tier 2 47.1%	Tier 2 45.1%	44.3%

¹ You may view copies of all the appendices in this report [here](#).

² IDEA PCS is officially in its twenty-second year of operation. In school year (SY) 2012-13, the DC PCSB Board denied the school’s application for its 15-year charter renewal due to failure to meet its goals, but the Mayor of DC used his authority to continue the school for a probationary period between SY 2013-14 and SY 2014-15. In SY 2014-15, DC PCSB conducted another renewal review of IDEA PCS and determined the school had satisfactorily met the terms of its probationary continuance, hence why the school is only now eligible for its 20-year review.

³ D.C. Code § 38-1802.12(a)(3).

⁴ Elect to Adopt the PMF as Charter Goals Policy, <https://bit.ly/2MtI6Ec>.

⁵ Due to the change in the state assessment, scores and tiers were not displayed in SY 2014–15.

The school's charter goal was not met. The school's charter agreement also contains an "improvement provision," which gives the DC PCSB Board the discretion to find that the school has met its charter goals if it has shown "consistent improvement on overall PMF scores over the course of the most recent five-year period." Because the school's PMF score declined in school year (SY) 2018-19, it has not shown such consistent improvement.

When a school at its twenty-year review fails to meet its charter goals, the DC PCSB Board has the discretion to revoke the school's charter or to continue the school. DC PCSB staff recommended that the Board use its discretion to continue the school's charter with conditions outlined later in this report. Staff bases this recommendation primarily on the following factors:

- The school's four-year graduation rate increased by roughly 25 percentage points last year. While not part of the review period, IDEA PCS's four-year rate will be 80.0% in SY 2019-20.⁶ This is the strongest rate the school has had in five years and represents a dramatic improvement from its SY 2018-19 rate of 55.7%. The school's five-year graduation rate has risen each year and now stands at 78.0%.⁷
- IDEA PCS earned three out of five stars on the Office of the State Superintendent of Education (OSSE) School Transparency and Reporting (STAR) Framework for SY 2019-20.⁸ Generally speaking, DC PCSB considers a three star rating on OSSE's STAR Framework to be a sign of school quality that weighs in favor of allowing a school to continue operating.⁹ OSSE's STAR Framework rating accounts for school population when calculating a school's overall results.
- Math median growth percentile (MGP) for the most recent year was above 60 for all students, and above 50 for all subgroups except students with disabilities. This indicates that student learning in math at IDEA PCS is accelerated as compared to students with similar scores attending other DC public schools.
- The school provided DC PCSB with evidence to show that learning in core academic subjects (ELA and math) during SY 2018-19 is occurring at rates that exceed national or city expectations.
 - For SY 2018-19, the school provided robust supplemental Northwest Education Association Measures of Academic Progress (NWEA MAP) results, with a

⁶ The four-year graduation rate displayed on the PMF is on a one-year lag behind the five-year rate. This lag allows means the 4-year and 5-year rates are comparable given it is the same cohort of students. For example, the 2018-19 PMF will include both 4-year and 5-year Adjusted Cohort Graduation Rate (ACGR) from the SY 2014-15 cohort.

⁷ Graduation rates are measured by the ACGR, which tracks the percent graduating out of an original 9th grade class. Students who depart early are counted as dropouts unless there is evidence they enrolled in another high school. Newly-enrolled students are assigned to the cohort of their original 9th grade year.

⁸ See DC School Report Card and STAR Framework Technical Guide, <https://bit.ly/2NsPFv4>.

⁹ This is evidenced by the most recent version of the Elect to Adopt the PMF as Charter Goals Policy, <https://dcpccb.org/elect-pmf-charter-goals-policy>. The latest revision grants the DC PCSB Board the discretion to determine that a school that has not met its PMF target at renewal has nonetheless met its charter goals if it earned a three star rating in the most recent year of the renewal period.

participation rate of nearly 100%, that showed strong growth in both ELA and math.

While staff believes that the school's improvements warrant the Board exercising its discretion to continue the school, the review also revealed areas of significant concern:

- ELA achievement and academic growth rates remain below city averages overall and for virtually all subgroups, though there has been some improvement.
- Math achievement rates are below city averages overall and for virtually all subgroups and have declined since SY 2015-16.
- The school's attendance and re-enrollment¹⁰ rates have been below the sector average over the review period. In SY 2018-19 the school's re-enrollment rate was just 76.4%, indicating that almost a quarter of the school's eligible students either dropped out or chose not to re-enroll in IDEA PCS.
- Observations of classroom instruction through DC PCSB's Qualitative Site Review (QSR) process showed a lower percentage of observed classrooms being rated as proficient compared to other DC charter schools that DC PCSB has observed over the past five years.

Separate and apart from the determination of the school's goal and academic achievement expectation attainment, DC PCSB staff has determined that the school has not committed a material violation of law or of its charter, has adhered to generally accepted accounting principles, has not engaged in a pattern of fiscal mismanagement, and is economically viable.

Given the above findings, DC PCSB staff recommends the Board exercise its discretion to continue the school's charter with the following conditions:

- 1) The school and DC PCSB will execute a charter agreement amendment by January 31, 2020, that commits the school the following conditions:
 - a. IDEA PCS agrees to relinquish its charter if it does not meet the following academic targets:
 - i. The school must achieve a PMF score of at least 47, or at the DC PCSB Board's discretion, a STAR rating of at least three stars,¹¹ for SY 2019-20, or it will close at the end of SY 2020-21.

¹⁰ DC PCSB excludes from its calculation of re-enrollment any students who moved out of DC and all students in the school's terminal grade.

¹¹ Board discretion will be based, in part, on DC PCSB's assessment of material changes made to the STAR framework subsequent to the date of this review.

- ii. The school must achieve a PMF score of at least 49, or at the DC PCSB Board's discretion, a STAR rating of at least three stars,¹² for SY 2020-21, using either the business rules from the 2019-20 PMF Policy and Technical Guide (PMF Tech Guide) or the 2020-21 PMF Tech Guide. If the school fails to meet this target, it will close at the end of SY 2021-22.
 - iii. The school must achieve a PMF score of at least 50, or at the DC PCSB Board's discretion, a STAR rating of at least three stars,¹³ for SY 2021-22, using the business rules in either the 2020-21 PMF Tech Guide or the 2021-22 Tech Guide. If the school fails to meet this target, it will close at the end of SY 2022-23.
 - b. IDEA PCS will decrease its maximum enrollment ceiling from 600 students to 400 students. The school may not serve additional students unless and until it returns to DC PCSB to apply for a charter agreement amendment to expand its maximum enrollment beyond 400 students.
- 2) By March 31, 2020, IDEA PCS will submit to DC PCSB a plan for its career and technical education program with specific metrics it will use to track the success of this program over the course of the next five-year review period.

DC PCSB staff also recommended that the Board vote to approve Board Chair Rick Cruz to sign, on the Board's behalf, the charter agreement amendment containing the above conditions.

If the school does not agree to these conditions and sign a charter agreement amendment by January 31, 2020, staff recommended that the Board vote to initiate revocation proceedings of the LEA. At its public board meeting on December 16, 2019, the DC PCSB Board voted 6 – 0 (with one member recused) to continue IDEA PCS's charter.

¹² Board discretion will be based, in part, on DC PCSB's assessment of material changes made to the STAR framework subsequent to the date of this review.

¹³ Board discretion will be based, in part, on DC PCSB's assessment of material changes made to the STAR framework subsequent to the date of this review.

CHARTER REVIEW STANDARD

The SRA stipulates that DC PCSB “shall review [a school’s] charter at least once every [five] years.”¹⁴ As part of this review, DC PCSB must determine whether:

- (1) The school committed a violation of applicable law 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.¹⁵

If DC PCSB determines that a school has committed a violation of applicable law or a material violation of the terms of its charter, or has not met its goals and academic achievement expectations, it may, at its discretion, revoke the school’s charter, or grant the school a conditional continuance.

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.¹⁶

¹⁴ D.C. Code § 38-1802.12(a)(3).

¹⁵ D.C. Code § 38-1802.13(a).

¹⁶ D.C. Code § 38-1802.13(b).

BACKGROUND INFORMATION ABOUT SCHOOL

School Overview

IDEA PCS began operation in SY 1998-99 under authorization from the District of Columbia Board of Education (DC BOE), under the name Integrated Design and Electronics Academy (IDEA) Public Charter School.¹⁷ In 2007, after the passage of the Public Education Reform Amendment Act, DC PCSB became the authorizer of the school. The school began as a public charter school within District of Columbia Public Schools' (DCPS) Phelps High School, as a "School-within-a-school" focused on preparing high school students for technical careers. IDEA PCS was one of several "school-within-a-school" charters established by DCPS prior to the enactment of the School Reform Act. During its second year of operation, the school moved to its own location.

In SY 2002-03, the DC BOE approved the school's charter amendment petition to expand to serve students in grades seven and eight. As described in more detail in this report, in 2011, the DC PCSB Board approved a proposal to revoke IDEA PCS's charter, but later voted to forgo closure, and developed mutually agreed upon conditions with IDEA PCS. One of these conditions was for the school to create a Restructuring Team that would conduct a thorough review of the school's systems and operations. In 2012, the school submitted a restructuring plan¹⁸ to DC PCSB, which included operating under a new leadership team and a new academic action plan, among other changes. Following the school's 15-year renewal vote, IDEA PCS was placed on probation by the Mayor.¹⁹ In SY 2013-14, the school discontinued its middle school grades, as part of a turnaround process, and now only operates a high school, grades 9-12, in Ward 7.

The mission of the school is "to prepare students with the academic, social, leadership and occupational skills for post-secondary opportunities and to be responsible citizens who contribute to the community."²⁰

IDEA PCS offers a career and technical education (CTE) program. The school offers an Academy of Construction and Design program since 2015 and in the past year has introduced a Child Development Associate and courses in video game design, graphic design, and green entrepreneurship. The school also offers dual enrollment with the University of the District of Columbia Community College and internships with community organizations.²¹ The school formerly offered a Junior Reserves Officer's Training Corp (JROTC) program but ended this program in 2018 to intensify its focus on CTE.

¹⁷ IDEA PCS original charter agreement, July 1998, Appendix A.

¹⁸ IDEA PCS 2012 Restructuring Plan, Appendix B.

¹⁹ D.C. Code § 38-1802.12(d)(5)(B).

²⁰ IDEA PCS charter renewal agreement, July 2015, Appendix C.

²¹ IDEA PCS website, <https://www.ideapcs.org/apps/pages/CTE>.

Enrollment and Demographic Trends

The tables below show the enrollment and demographics of IDEA PCS, including a map that shows where students live in relation to the school, which is marked by a large red dot. Each student is represented by a blue dot. As shown on the map, the majority of the school's students reside in Wards 7 and 8. The school has exceeded its enrollment projections three years of the review period and fallen short in SY 2016-17 and this current year, SY 2019-20. After a larger enrollment of 326 students in SY 2018-19, the school enrolled 288 this year, a decrease of 38 students.

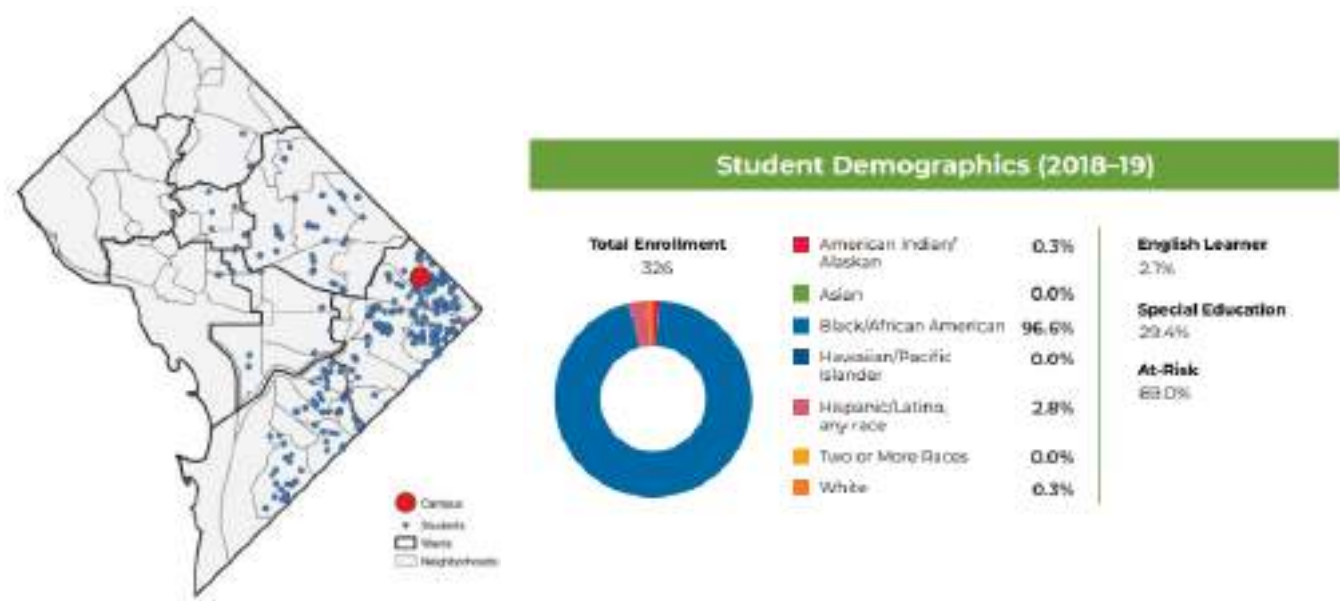
The school enrolls a student body that is 97% Black and 3% Latino. At 69%, the percent of students who are at-risk²² is higher than at other non-alternative high schools.²³

IDEA PCS – Enrollment					
School Year	2015-16	2016-17	2017-18	2018-19	2019-20
Grade 9	105	82	93	121	96
Grade 10	57	76	84	76	74
Grade 11	61	58	72	63	60
Grade 12	58	46	56	66	58
Total Audited Enrollment	281	262	305	326	288
Enrollment Projections	259	310	279	325	326
Enrollment Ceiling	600	600	600	600	600

²² OSSE defines at-risk students as follows: “students who are homeless, in the District’s foster care system, qualify for Temporary Assistance for Needy Families (TANF) or the Supplemental Nutrition Assistance Program (SNAP), or high school students that are one year older, or more, than the expected age for the grade in which the students are enrolled.”

²³ National Collegiate Prep Public Charter High School has a higher percentage but is closing at the end of the 2019-20 school year.

Student Enrollment - SY 2018-19



Communication with the School

On April 8, 2019, members of the DC PCSB Board and staff met with members of IDEA PCS’s board to discuss the school’s performance ahead of its twenty-year review. In response to concerns raised at this meeting, IDEA PCS noted challenges that the school faced and turnaround efforts that were underway at the school, including leadership changes on the board as well as increased staff support for students to prevent behavior and truancy issues. DC PCSB Board and staff shared that IDEA PCS was unlikely to meet its PMF goal of a 50% average score, but that, depending on its score on the SY 2018-19 PMF, it could potentially be eligible for the improvement provision in its charter goals, at the discretion of the DC PCSB Board.

On June 12, 2019, DC PCSB staff met with staff from IDEA PCS to discuss the school’s upcoming twenty-year review. Staff provided the school with a chart similar to the one in Section 2 of this report, showing the school’s PMF performance for the past five years and that the school required a 68.0% on the PMF in SY 2018-19 to meet its goal of a 50% average for the last five years.

Previous Charter Reviews

Five-Year Review

In 2005, the DC BOE conducted the five-year review of IDEA PCS and found that “the percentage of students performing below basic in both reading and mathematics remains critically high, and the percentage of students performing on the proficient level in reading

and mathematics remains extremely low.”²⁴ However, given improvement that was underway at the school, the DC BOE continued the school.

Ten-Year Review

In SY 2010-11, DC PCSB conducted the ten-year review of IDEA PCS and found the school had not met its standard of review and its goals and academic achievement expectations.²⁵ DC PCSB noted that the school had “failed to adequately address its academic targets on the DC CAS,” the state assessment at the time, and had additionally failed to show consistent improvement toward meeting its targets. Based on this review, the DC PCSB Board voted on December 19, 2011 to initiate revocation proceedings of the charter.²⁶ In February 2012, the DC PCSB Board voted to end revocation proceedings on the condition that IDEA PCS follow “mutually agreed upon conditions” to address “IDEA’s poor academic performance and violation of their charter.”²⁷ After entering into this agreement, IDEA PCS discontinued its seventh and eighth grades as part of the turnaround process.

Fifteen-Year Renewal

In SY 2012-13, DC PCSB conducted the fifteen-year renewal review of IDEA PCS and found the school had not met its standard of review and its goals and academic achievement expectations.²⁸ Based on this review, the DC PCSB Board voted to deny the school’s renewal application. However, as the school was going through a DC PCSB-approved restructuring and turnaround plan, the DC PCSB Board voted to submit a recommendation to the Mayor, asking that he use his authority to continue a school at renewal that has not met its goals and academic achievement expectations to place the school on probation, subject to the terms and conditions recommended by DC PCSB. The Mayor approved DC PCSB’s recommendation and granted IDEA PCS probationary status for three years subject to DC PCSB’s terms and conditions. In SY 2013-14, the Mayor approved a request from IDEA PCS to exit probation a year early because of academic improvements in the school.

In SY 2014-15, DC PCSB conducted another renewal review to review IDEA PCS’s satisfaction of the terms and conditions of its probationary continuance.²⁹ DC PCSB concluded that IDEA PCS had met its standard for renewal. DC PCSB noted that “IDEA PCS’s academic turnaround has been remarkable” and that in addition to meeting all of its targets, including earning a progressively higher PMF score every year, it had “the largest increase in math proficiency among all public charter high schools.”

²⁴ IDEA PCS Five-Year Review Report, February 2005, Appendix D.

²⁵ IDEA PCS Ten-Year Review Report, February 2011, Appendix E.

²⁶ IDEA PCS Ten-Year Review board memorandum, December 2011, Appendix F.

²⁷ Letter to Colonel Joseph Stull, March 2012, attached to this document as Appendix G.

²⁸ IDEA PCS Fifteen-Year Renewal Report, March 2013, Appendix H.

²⁹ IDEA PCS SY 2014-15 Renewal Report, March 2015, Appendix I.

However, DC PCSB expressed concern about IDEA PCS's mid-year withdrawal rates and suspensions rates, and noted that it would monitor these areas closely in the coming years. Finally, DC PCSB expressed concern about IDEA PCS's long-term economic viability, stating that "[i]t is imperative that IDEA PCS's fiscal position improve over the next two fiscal years so that the school remains economically viable."³⁰ Based on this review, the DC PCSB Board voted to approve the school's renewal application and renew the school for a second fifteen-year term on March 23, 2015.

³⁰ IDEA PCS SY 2014-15 Renewal Report, pg. 4, Appendix I.

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 considered part of the review analysis only if they were included in a school's charter or charter amendment approved by the DC PCSB Board.

In July 2015, at the time of its charter renewal, IDEA PCS first adopted the PMF as its goals and academic achievement expectations. In November 2018, the school amended its charter and adopted the most recent version of the Elect to Adopt the PMF as Charter Goals policy at that time. By adopting the PMF as its charter goals, the school agreed to the review standard listed in the chart below.

The chart also summarizes DC PCSB's determinations of whether the school's academic program met its goals and academic achievement expectations. These determinations are further detailed in the body of this report.

Goals and Academic Expectations		Met?
1	The School Corporation as a whole will be deemed to have met its goals and academic achievement expectations if each individual campus: At its twenty-year charter review, obtains an average PMF score for school years 2015-16, 2016-17, 2017-18, and 2018-19 equal to or exceeding 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 academic achievement expectations if it has demonstrated consistent improvement on overall PMF scores over the course of the most recent five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.	Not Met

Assessment: **IDEA PCS did not meet this goal.** The school's average PMF score during the review period was 44.3%, 5.7 points below the target of 50.0%. The school's PMF score improved from SY 2015-16 to SY 2017-18 but then declined in the most recent year. The school is thus not eligible for the improvement provision, as it requires that schools demonstrate consistent improvement on overall PMF scores during the review period. However, it should be noted that the school's most recent PMF score is 2.9 points above its starting PMF score.

Despite the school's failure to meet its goals, DC PCSB staff is recommending its Board exercise discretion to conditionally continue the school's charter for the reasons outlined earlier in the report and in this Section.

IDEA PCS – PMF Outcomes					
2014-15	2015-16	2016-17	2017-18	2018-19	Average
N/A ³¹	Tier 2 ³² 42.2%	Tier 2 42.7%	Tier 2 47.1%	Tier 2 45.1%	44.3%

The remainder of this section contains a brief overview of the PMF, followed by a summary of the school's PMF performance and then a detailed analysis of IDEA PCS's performance on each category of the PMF over the course of the review period. When applicable, the category is assessed both by subject—ELA and math—and by student subgroup. This section then addresses the school's performance on high school gateway measures, and finally reviews additional academic data, separate and apart from the school's charter goals.

Overview of the High School PMF

The PMF is divided into four categories: student progress, student achievement, gateway achievement, and school environment. Each category is a group of individual measures for which a school may earn points. The points add up to a school's overall PMF score.

Student Progress reflects academic growth from one year to the next on the state assessment—the Partnership for Assessment of Readiness for College and Careers (PARCC)—as measured by the Median Growth Percentile (MGP), which assesses the relative year-to-year progress made by individual students at a school. The PMF takes a two-year weighted average of a school's MGP in order to mitigate fluctuations of scores from year to year. Due to the change in the state assessment, high school growth measures were not valid between SY 2014-15 and SY 2016-17. Beginning in SY 2017-18, high school growth scores were deemed valid and schools were given the option to opt-in to

³¹ Due to the change in the state assessment, scores and tiers were not displayed in SY 2014–15.

³² Each year, DC PCSB evaluates the performance of every public charter school in the District. These evaluations are compiled into school quality reports, which are used to rank schools into Tiers 1, 2, or 3, with 1 being the best.

having the scores included in their overall PMF score in both SY 2017-18 and SY 2018-19. Since high school students only take the PARCC once in high school, growth on the ELA assessment is only measured from eighth grade to tenth grade, and only in tenth grade for the Geometry assessment.

Student Achievement measures proficiency rates in ELA and math on the statewide assessment. The measure captures test-takers who are both approaching college and career readiness (level 3) and who are considered college and career ready (levels 4 and 5).

Gateway Achievement captures outcomes indicative of either future academic success or postsecondary readiness. Measures on the high school framework include: 9th grade on track; graduation rate; PSAT performance; SAT/ACT performance; college acceptance rates; achievement in Advanced Placement (AP), International Baccalaureate (IB), or dual enrollment programs; and achievement in career and technical education programs (CTE).

School Environment includes measures that capture a school's climate, such as attendance rate and re-enrollment rate (as calculated from audited enrollment³³ to audited enrollment).

Several tables are color coded. Please use the following key:³⁴

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 4+ is considered to be proficient
Test-Takers	Number of students who took the state assessment at this school
Green	Greater than or equal to the charter sector average of the same grade band
Red	Less than the charter sector average of the same grade band
Grey	Equal to the charter sector average for the same grade band
No Shading	Data from 2014-15, when the state transitioned to PARCC and the school performed below the state average. (Note – as stated above, if the school did better than the state average, this is colored green.)
∅	- The number of test-takers (n-size) is less than 10³⁵ - Data is unavailable for at-risk students because it was not an official state designation until SY 2015-16

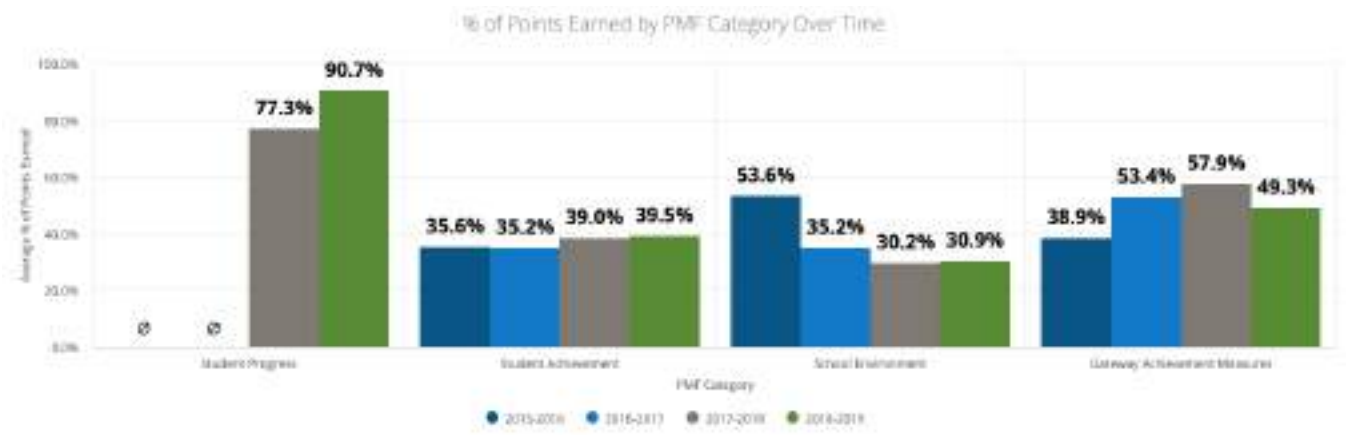
³³ The enrollment audit occurs in October of each school year.

³⁴ This key does not apply to bar charts that may or may not use the same color scheme in different sections of the report. Each bar chart will include its own unique legend.

³⁵ The [ESSA State Plan](#) designates ten as the minimum n-size.

Summary of Points Earned

Looking at the average percent of points earned in each category of the PMF provides a longitudinal look at the school's performance and helps better explain how a school arrived at each year's overall score. Below is a chart detailing the year-to-year percent of points earned in each of the four categories. It is important to note that each category is weighted at different amounts.



The school's overall increase in PMF performance from SY 2015-16 to SY 2016-17 was driven by gateway achievement measures increasing by 14.5 percentage points. Then, with the option to opt-in to student progress in SY 2017-18,³⁶ the school was able to demonstrate student learning, not just absolute achievement. When Student Progress was added in SY 2017-18, IDEA PCS's PMF score increased by 4.4 points overall. The school environment category is the area of lowest performance for the school. This category includes attendance and re-enrollment rates. For the past three years, the school has only earned about one-third of the possible points in this category. With respect to gateway measures, the recent improvement in the school's graduation rate for SY 2018-19 will be reflected in next year's PMF score.

Student Progress

A median growth percentile (MGP) of 50 indicates that a school's students have average year-to-year growth, as compared to students in other schools in the same grades and with the same initial state assessment performance. DC PCSB has also included the sector MGP as a comparison point for each subgroup. The shading indicates whether or not the school's MGP outpaced the sector-wide MGP.

MGP for high schools is calculated comparing all public schools in several U.S. states, including DC. Across all of these schools, the average MGP score for all students is 50,

³⁶ The school opted-in to include only math performance each year.

though the average for the DC charter sector and for specific subgroups within the DC charter sector will vary.

After the change in state assessment in SY 2014-15, high school consortium growth scores were valid beginning in SY 2017-18, and schools were given the option to opt-in to having the scores included in their overall PMF score in both SY 2017-18 and SY 2018-19. One-year MGP was included on the PMF in SY 2017-18, and in SY 2018-19, a two-year weighted MGP was used.

ELA MGP

The school's growth in ELA has been far below its performance in math during both years where high school MGP was available. The school's one-year MGP in SY 2017-18 was 16.0 points below the sector-wide MGP of 41.0. In SY 2018-19, when the rate became a two-year weighted average, the school's MGP increased but remained 2.6 points below the sector. Every subgroup except male students grew at a rate slower than the sector in SY 2017-18 and SY 2018-19. Male students surpassed their peers sector-wide in SY 2018-19 with an MGP of 45.8. The lowest performing subgroup each year was students with disabilities, who maintained an MGP of 12.0 and 25.0 in SY 2017-18 and SY 2018-19, respectively.

Student Progress (ELA) - by Subgroup

School Year >	2017-2018		2018-2019	
Subgroup ^	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)
All Students	25.0	41.0	37.9	40.5
At Risk	25.5	38.0	35.3	37.5
Black or African American	26.0	38.5	36.4	38.5
Female	25.0	42.0	34.5	41.0
Male	36.0	38.0	45.8	39.5
Students with Disabilities	12.0	34.5	25.0	38.5

ELA Progress – Supplemental Evidence

Because growth data was not available during all five years of the review period, IDEA PCS also submitted Northwest Education Association Measures of Academic Progress (NWEA MAP) data for consideration. NWEA MAP is not a part of the school's charter goals, but DC PCSB agreed to review the additional data in accordance with the business rules in the PMF Tech Guide.

Much of the NWEA MAP data is inconclusive because many of the school's students did not take the test between SY 2014-15 and SY 2017-18. However, the school tested 100% of eligible students in SY 2018-19. In that year, growth from fall to spring was relatively strong

as indicated by a median conditional growth percentile (CGP)³⁷ of 54.5. However, NWEA MAP generally shows low growth in high school and so must be considered with caution. More information about the school's supplemental NWEA MAP data can be found at the end of this section under the heading "Supplemental Evidence."

Math MGP

The school opted to include math growth in its PMF for both SY 2017-18 and SY 2018-19. In both years, the school's math MGP was above 50 for all students and many subgroups. The two-year MGP for all students exceeds 60, which means that students attending IDEA PCS are earning higher scores on the 10th grade math assessment than their peers with similar starting scores in 8th grade. The school's students with disabilities were the only student group in SY 2018-19 that did not meet the threshold of 50.

Student Progress (Math) - by Subgroup

School Year >	2017-2018		2018-2019	
Subgroup ^	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)
All Students	57.0	50.0	61.9	56.7
At Risk	46.0	49.0	57.5	54.5
Black or African American	53.5	49.0	59.1	55.2
Female	50.0	50.0	58.8	57.0
Male	59.0	52.0	57.0	56.8
Students with Disabilities	34.0	39.0	44.8	45.7

Math Progress – Supplemental Evidence

Because growth data was not available during all five years of the review period, IDEA PCS also submitted NWEA MAP data for consideration. As with ELA, NWEA MAP is not a part of the school's charter goals, and has issues of reliability and significance in high school. Nevertheless, DC PCSB agreed to review the additional data in accordance with the business rules in the PMF Tech Guide. Much of the NWEA MAP data is inconclusive because many of the school's students did not take the test between SY 2014-15 and SY 2017-18. However, the school tested 97.0% of eligible students in SY 2018-19. In that year, fall to spring growth was strong as indicated by a CGP of 59.0. More information about the school's supplemental NWEA MAP data can be found at the end of this section under the heading "Supplemental Evidence."

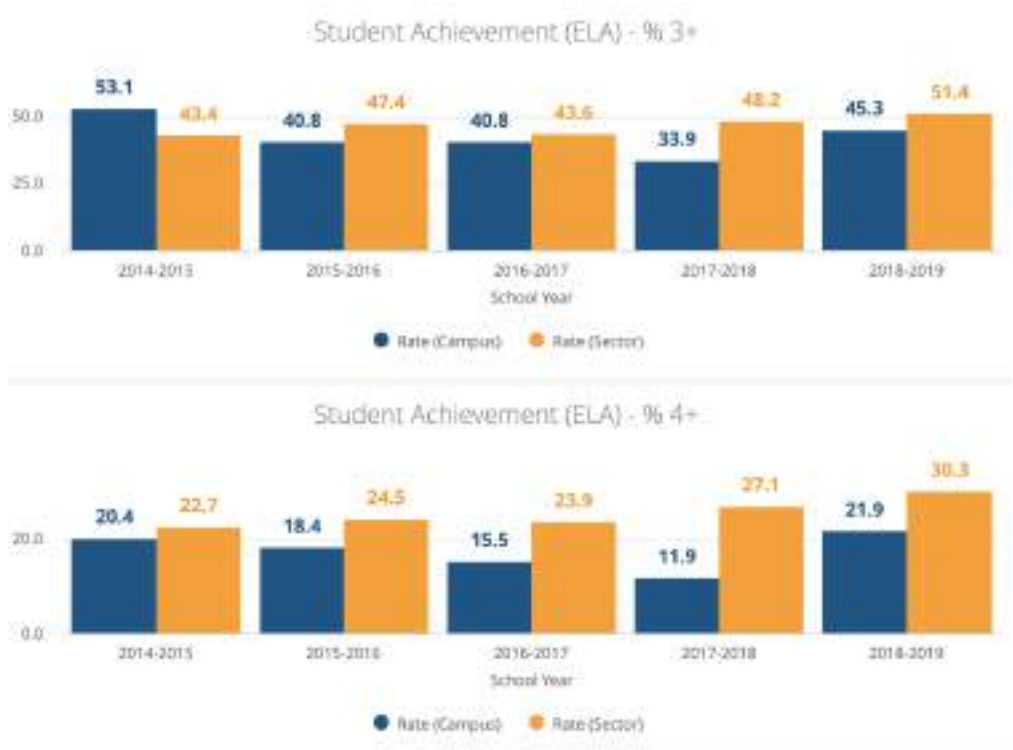
³⁷ If a student's CGP is greater than 50.0, then that student's growth is greater than 50.0% of students' growth who started at the same achievement level in the same grade.

Student Achievement

The student achievement category on the PMF captures overall student performance on the PARCC assessment in both level 3+ (approaching college and career readiness and higher) and level 4+ (college and career ready and higher). Level 4+ is considered to be proficient. This section includes overall performance as compared to the sector³⁸ average (students in the same grade band). In addition to overall performance, a subgroup level analysis is also included to help better identify achievement gaps at the school.

ELA Achievement (Overall)

ELA achievement rates have been below the sector average in all but the first year of the review period. Proficiency rates for at-risk students, who make up 66% of the student body, are generally close to sector averages.³⁹



³⁸ Floors and targets for this measure are set based on charter sector performance.

³⁹ IDEA PCS also requested that DC PCSB staff compare the school to the state average in addition to the charter sector average. Generally, when the school was above or below the sector average it was also above or below the state average. The one exception was in SY 2015-16, when the school exceeded the state average but not the sector average for students scoring level 3+. The rate of students scoring level 3+ at the school in SY 2015-16 was 40.8%, whereas the state average was 36.9%. The school's rate of students scoring level 4+ was below the state average every year of the review period.

ELA Proficiency (Subgroups)

Since SY 2014-15 the school has generally underperformed the sector for every subgroup. Performance among students with disabilities has been particularly low, with zero students with disabilities scoring at either level 3+ or level 4+ in SY 2017-18. As noted, performance for at-risk students has hovered close to sector averages.

School Year >		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
Subgroup	Measure	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)
Black or African American	%3+	54.2	41.5	39.6	45.5	41.4	41.5	35.7	44.9	44.3	47.3
Black or African American	%4+	20.8	20.4	16.7	22.2	15.7	21.3	12.5	22.7	21.3	26.6
Female	%3+	72.7	48.4	52.2	51.8	48.3	51.0	27.3	54.8	51.6	58.0
Female	%4+	22.7	27.3	26.1	28.0	20.7	31.4	9.1	30.9	25.8	35.5
Male	%3+	37.0	38.0	30.8	42.9	35.7	36.1	42.3	41.0	39.4	44.6
Male	%4+	18.5	17.8	11.5	20.9	11.9	14.2	15.4	22.9	18.2	24.8
Students with Disabilities	%3+	10.0	15.6			6.7	16.3	0.0	19.5	22.2	24.9
Students with Disabilities	%4+	0.0	4.0			0.0	4.8	0.0	5.3	5.6	10.1
At Risk	%3+			35.3	37.4	39.6	34.7	32.4	37.1	43.1	42.5
At Risk	%4+			14.7	16.3	16.7	15.9	14.7	18.0	19.6	22.1

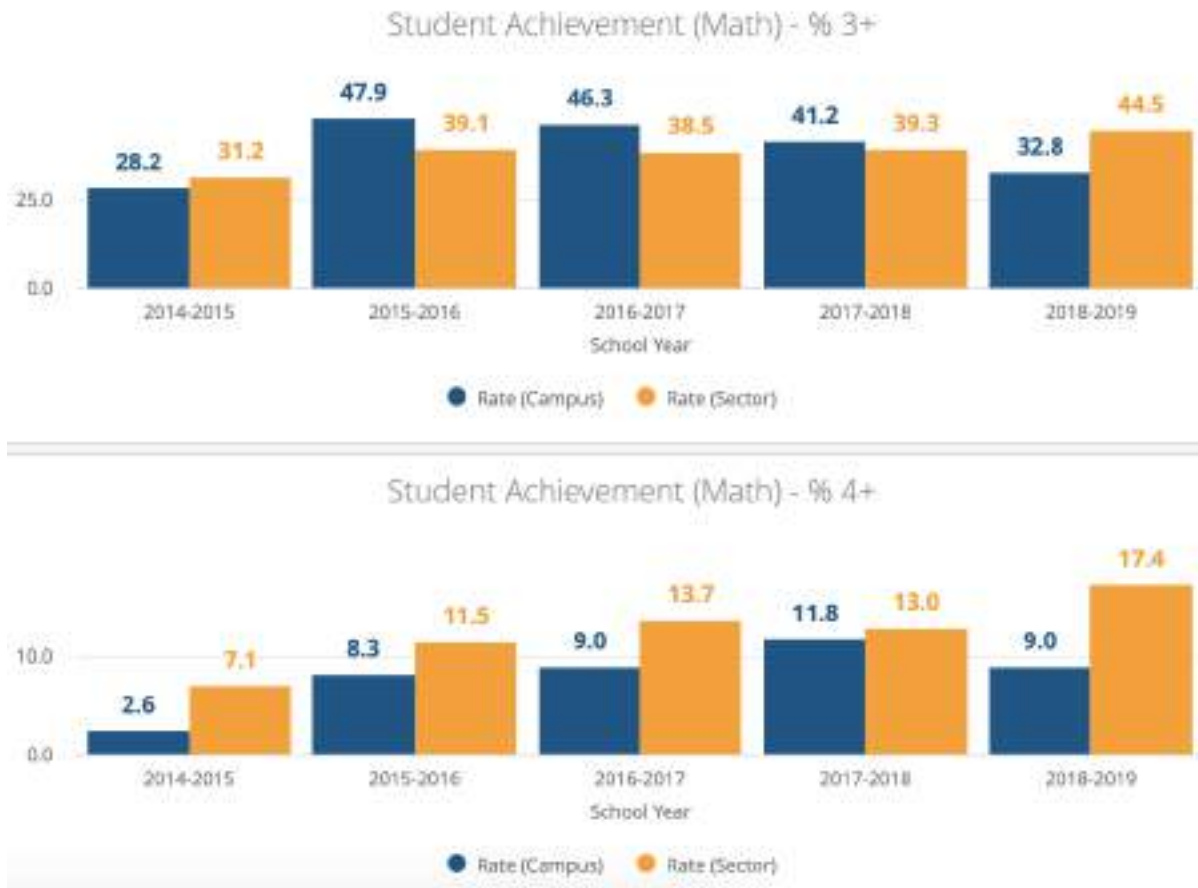
The chart below details how many full academic year (FAY) students took the PARCC test in ELA each year. In instances where the overall number of test-takers in each subgroup is less than ten, results are not displayed in the chart above.

Student Achievement Test-Takers (ELA)

School Year >	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Subgroup	Test-Takers	Test-Takers	Test-Takers	Test-Takers	Test-Takers
All Students	49	49	71	59	64
Black or African American	48	48	70	56	61
White					
Hispanic / Latino	1	1	1	3	2
Female	22	23	29	33	31
Male	27	26	42	26	33
Students with Disabilities	70	9	15	16	18
English Learner	1		1	3	1
At Risk		34	48	34	51

Math Proficiency (Overall)

The school's level 3+ math performance has been higher than the sector average for all but the first and last year of the review period, while level 4+ performance has been consistently below. Moreover, there is no steady trend of improvement. Note that, per state policy, the state assessment for math is geometry, which is generally given in the tenth grade.⁴⁰



⁴⁰ IDEA PCS also requested that DC PCSB staff compare the school to the state average in addition to the charter sector average. Generally, when the school was above or below the sector average it was also above or below the state average. The one exception was in SY 2017-18, when the school exceeded the sector average but not the state average for students scoring level 3+. The rate of students scoring level 3+ at the school in SY 2017-18 was 41.2%, whereas the state average was 42.6%. Otherwise, the school's performance in relation to both comparison groups looks similar.

Math Proficiency (Subgroups)

The school's math results among its largest subgroup, Black or African-American students, remained strong from SY 2014-15 to SY 2017-18, consistently exceeding the sector average among test-takers scoring levels 3+. In SY 2018-19, however, Black students underperformed the state average in level 3+ for the first time at 31.7% compared to the sector's 39.6%. A similar pattern can be seen with at-risk students. Across subgroups the school has generally performed worse in level 4+ than in level 3+.

School Year >		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
Subgroup	Measure	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)
Black or African American	%3+	28.9	28.7	47.8	36.6	46.3	34.5	41.5	35.0	31.7	39.6
Black or African American	%4+	2.6	4.8	8.7	8.7	9.0	9.5	10.8	9.3	9.5	14.0
Female	%3+	35.3	33.2	57.1	39.5	56.0	40.4	36.8	39.0	43.3	47.0
Female	%4+	0.0	6.1	14.3	12.0	12.0	13.2	5.3	13.2	10.0	17.6
Male	%3+	22.7	29.0	40.7	38.5	40.5	36.7	46.7	39.5	24.3	42.0
Male	%4+	4.5	8.2	3.7	10.9	7.1	14.2	20.0	12.9	8.1	17.2
Students with Disabilities	%3+			10.0	10.7	25.0	13.0	12.5	15.0	15.8	16.1
Students with Disabilities	%4+			0.0	1.8	0.0	2.3	0.0	1.9	5.3	3.3
At Risk	%3+			40.6	29.7	42.6	28.7	38.1	29.0	31.0	35.1
At Risk	%4+			6.3	6.7	8.5	6.8	4.8	6.6	8.6	12.3

The chart below details how many FAY students took the PARCC test in math each year. In instances where the overall number of test-takers in each subgroup is less than ten, results are not displayed in the chart above.

Student Achievement Test-Takers (Math)

School Year >	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Subgroup	Test-Takers	Test-Takers	Test-Takers	Test-Takers	Test-Takers
All Students	39	40	67	68	67
Black or African American	38	40	67	65	63
White					
Hispanic / Latino	1	2		3	3
Female	17	21	25	38	30
Male	22	27	42	30	37
Students with Disabilities	8	10	16	16	15
English Learner	1	1		2	3
At Risk		32	47	42	58

Gateway Achievement

Displayed in the charts below are the measures included in the Gateway Achievement category on the High School PMF. Each measure is accompanied with a description of how it is calculated.

Gateway Achievement Chart Legend:  Rate (Campus)  Rate (Sector)

9th Grade On Track

DC PCSB calculates the percentage of ninth grade students earning enough credits to be on track to meet the school's graduation requirements within four years.

The school's highest rate of ninth grade students on track to graduate was in SY 2018-19 at 79.3%. Despite the sector average declining from SY 2017-18 to SY 2018-19, the school improved its rate by four points.



High School Graduation Rate⁴¹

Graduation rates are measured by the Adjusted Cohort Graduation Rate, which tracks the percent graduating out of an original 9th grade class. Students who depart early are counted as dropouts unless there is evidence they enrolled in another high school, in which case they are removed from IDEA PCS's cohort and added to the cohort of their new school.⁴² Newly-enrolled students at IDEA PCS are assigned to the cohort of their original 9th grade year.⁴³

IDEA PCS attracts students who are academically behind their peers. Many join IDEA PCS repeating the same grade as at their prior school. Others take more than four years to graduate. For this reason, DC PCSB focuses on both four and five-year graduation rates.

⁴¹ The four-year graduation rate displayed on the PMF is on a one-year lag behind the five-year rate. This lag means the four-year and five-year rates are comparable given it is the same cohort of students. For example, the 2018-19 PMF will include both 4-year and 5-year ACGR from the SY 2014-15 cohort.

⁴² A student who leaves IDEA PCS must enroll in a diploma-granting high school to be removed from IDEA PCS's cohort. If a student leaves IDEA PCS before graduating and enrolls in an alternative program, such as GED or workforce training, they are considered a dropout.

⁴³ For more information, see <https://bit.ly/2NuwjHy>

The average difference between a public charter school's four- and five-year graduation rate is 8.5 percentage points. As can be seen from the table below, the difference at IDEA PCS is more than twice as large. Given IDEA PCS's population, it is important to consider the five-year graduation rate. Indeed, despite low four-year graduation rates over much of the review period, IDEA PCS was not identified by OSSE as a Comprehensive Support 2 school due to its five-year graduation rate being well above 67% since SY 2016-17.⁴⁴

9 th Grade Cohort						
	2010-11 (4-year graduation in 2014)	2011-12 (4-year graduation in 2015)	2012-13 (4-year graduation in 2016)	2013-14 (4-year graduation in 2017)	2014-15 (4-year graduation in 2018)	2015-16 (4-year graduation in 2019)*
5-Year ACGR	67.2	62.1	72.9	77.2	78.0	n/a
4-Year ACGR	48.4	46.6	66.1	58.3	55.7	80.0
Difference	+18.8	+15.5	+6.8	+18.9	+22.3	n/a

*Note: The recently-reported SY 2019-20 4-year ACGR, at 80.0%, is the highest ever for the school and represents a significant shift in performance. This increase in performance contributed to the school's three star rating in SY 2018-19 on the OSSE STAR Framework, and will be incorporated into the school's 2019-20 PMF score.

The chart below shows ACGR as displayed on the PMF each year.



⁴⁴ If a school's four- and five-year graduation rates are below 67%, the school is identified as Comprehensive Support 2 under OSSE's Every Student Succeeds Act (ESSA) State Plan.

AP, IB, Dual Enrollment, and CTE

DC PCSB calculates this rate by dividing the number of passing AP/IB exams, dual enrollment (DE) courses, and industry certifications by the number of twelfth grade students.

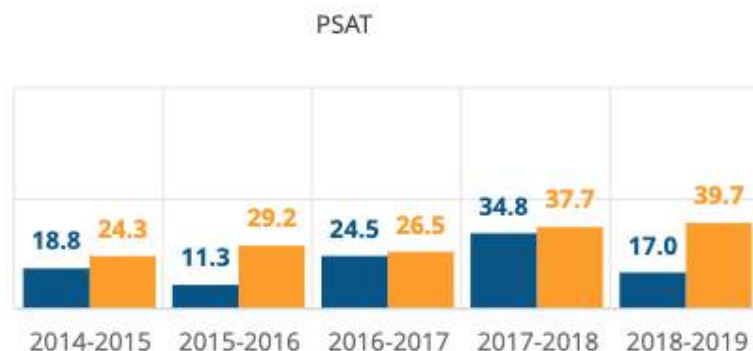
The school increased its AP/IB/DE/CTE rate on the PMF each year since SY 2016-17. In SY 2018-19, the school earned its highest rate of the review period at 40.0%.⁴⁵



PSAT

DC PCSB calculates the percentage of eleventh grade students scoring a combined score of at least 80 on the PSAT.

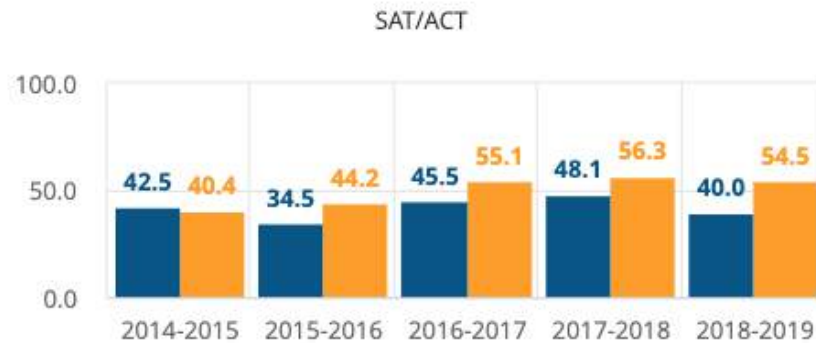
From SY 2015-16 to SY 2017-18, the school increased its overall performance on the PSAT measure by 23.5 points. However, the school's rate dropped to a three-year low in SY 2018-19 with only 17.0% of eleventh grade students scoring an 80 or above on the PSAT.



⁴⁵ Schools were allowed to choose whether or not include their CTE performance prior to SY 2017-18. High schools that do not offer AP/IB, Dual Enrollment, or CTE programs of study receive a 0 on this measure. The denominator is limited to only twelfth grade students. The floor for this measure on the PMF as of SY 2018-19 was 4.4 with a target of 33.6.

SAT & ACT

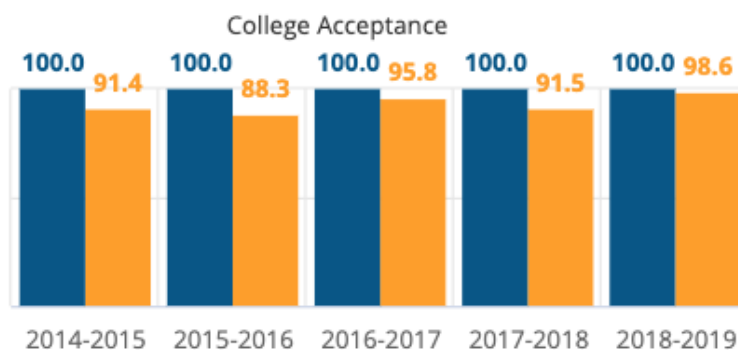
DC PCSB calculates the percentage of twelfth grade students scoring at least 890 on the SAT (math plus critical reading score) or 16 on the ACT. After SY 2014-15, the school remained below the sector average on this measure. Performance improved each year from SY 2015-16 to SY 2017-18, but it then declined by 8.1 points in SY 2018-19.



College Acceptance

DC PCSB measures the percentage of twelfth grade students accepted in a full-time college program.

IDEA PCS maintained a 100% college acceptance rate during the review period.

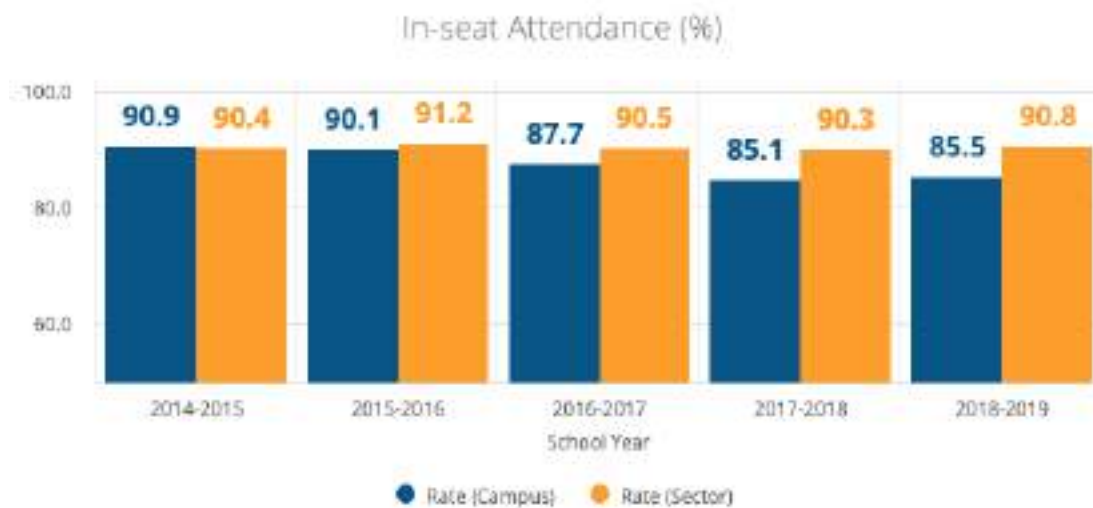


School Environment

The final PMF category of school environment includes in-seat attendance rates and re-enrollment rates. Charts detailing the school's performance compared to the charter sector on each of these measures can be found below.

In-Seat Attendance

The school's in-seat attendance rate has declined over the review period and is now significantly below the high school sector average, as shown below.



Re-enrollment

The school's re-enrollment has remained low throughout the review period. Each year about 25% of students choose to leave the school, whether to enroll in another school, enroll in an alternative program, or drop out.



Supplemental Evidence

On August 16, 2019, IDEA PCS submitted to DC PCSB NWEA MAP data.⁴⁶ The high school PMF framework has not had a consistent growth measure during the years of this review period. NWEA MAP is not a part of the school's charter goals, but DC PCSB accepted the data submission as supplemental evidence toward its goal attainment. DC PCSB agreed to review the additional data in accordance with the business rules in the PMF Tech Guide.

The school submitted growth data for 10th grade new and returning students to align similarly to the city's MGP model. New students were tested in the fall and spring; students returning to the school were tested from spring to spring.⁴⁷ DC PCSB was able to verify each submission along with the school's reported participation rates.

Prior to SY 2018-19, a large number of students did not receive a score on the test. Taking into consideration the percent of students tested, the evidence submitted for SY 2014-15 to SY 2017-18 is inconclusive and does not represent compelling evidence to determine goal attainment. The only year in which a significant number of students were tested is SY 2018-19, when 100% of eligible students were tested in ELA and 97% of eligible students were tested in math. In that year, results show growth among students in ELA and math evidenced by a CGP of greater than 50.0. It should be noted that, nationally, there is very little growth shown on the NWEA MAP assessment in high school, making it a less valid measure for measuring academic gains in high school than it is for younger grades.

To provide transparency, the charts below show the results of all supplemental NWEA MAP growth data submitted by the school.

IDEA PCS – NWEA MAP ELA Growth 10 th Grade Students					
	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19
Median Conditional Growth Percentile (CGP)	47.0	60.0	53.0	64.0	54.5
<i>FAY Students with CGP</i>	29	29	37	49	62
<i>Total FAY Students</i>	46	51	70	72	62
Participation Rate	63.0%	57.0%	53.0%	68.0%	100.0%

IDEA PCS – NWEA MAP Math Growth 10 th Grade Students					
	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19
Median Conditional Growth Percentile (CGP)	56	66.0	56.0	55.0	59.0
<i>FAY Students with CGP</i>	23	33	40	51	60
<i>Total FAY Students</i>	46	51	70	72	62
Participation Rate	50.0%	65.0%	57.0%	71.0%	97.0%

⁴⁶ See letter attached at Appendix J.

⁴⁷ In instances where a returning student was not tested from spring-to-spring, the school used fall-to-spring data which is permissible under the PMF Tech Guide.

Additional Academic Data

Qualitative Site Review (QSR)

DC PCSB conducts 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 environment and quality of instruction. Between October 22 – November 2, 2018, in anticipation of this charter review analysis, DC PCSB conducted a QSR of IDEA PCS. DC PCSB reviewers observed inconsistent practices across academics and limited social-emotional learning opportunities. Reviewers noted that instruction, particularly in math classrooms, was procedural and teacher-led with few opportunities for students to engage with the teacher or their peers.

In QSRs, each observed classroom is assigned an Unsatisfactory, Basic, Proficient, or Distinguished rating in classroom environment and instruction. The following table details the percentage of classrooms at the school that were rated proficient or distinguished in each domain.

First QSR Results (October 2018)

	Classroom Environment	Instruction
IDEA PCS	52%	37%
Average score for 9-12 schools	71%	64%

IDEA PCS scored below average in both domains compared to other 9-12 schools that received a QSR over the past five years. Following the QSR conducted by DC PCSB between October 22 – November 2, 2018, IDEA PCS hired the Danielson group to conduct an independent review of classroom environment and instruction.⁴⁸

Per the school's request, the QSR team conducted a second series of on-site observations between May 1 – May 31, 2019. The school requested a new evaluation citing that it "[did] not believe that the results are an accurate representation of the current teaching practices at IDEA PCS." There was a 9% increase in both domains during the May 2019 observation window, though the school's scores in both domains remained below average compared to other 9-12 schools that received a QSR over the past five years.

Second QSR Results (May 2019)

	Classroom Environment	Instruction
IDEA PCS	61%	46%
Average score for 9-12 schools	71%	64%

⁴⁸ The report is attached in Appendix K.

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 violation of applicable law 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.”⁴⁹ The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. The below section discusses the school’s compliance for this review period.

Since SY 2014-15, IDEA PCS has been compliant with **ALL** the following applicable laws:⁵⁰

- Fair Enrollment Process (D.C. Code § 38-1802.06)
- Notice and Due Process for Suspensions and Expulsions (D.C. Code § 38-1802.06(g))
- Student Health and Safety (D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651)
- Equal Employment (D.C. Code § 38-1802.04(c)(5))
- Insurance (As required by the school’s charter)
- Facility Licenses (D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 *et seq.*)
- Proper Composition of Board of Trustees (D.C. Code § 38-1802.05(a))
- Accreditation Status (D.C. Code § 38-1802.02(16))

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 report key contract information specifying any qualifying procurement contract that the school has executed.

During the fiscal year (FY) 2017 reconciliation process, DC PCSB found that IDEA PCS properly submitted six procurement contract packages and during FY 2018, the school properly submitted 30 procurement contract packages. This large increase in the amount of procurement contract submissions indicates that the school was historically out of compliance prior to FY 2018.

On July 1, 2018, DC PCSB began implementing a new *Procurement Contract Submission and Conflicting Interest Policy*, which tracks the timeliness of procurement contract documentation submissions. Under this new policy, the school received one Early Warning

⁴⁹ D.C. Code § 38.1802.13(a).

⁵⁰ IDEA PCS Compliance Reports, Appendix L.

Notice during FY 2019 regarding multiple late submissions made by the school to bring itself into compliance. The school submitted 24 complete contract packages during FY 2019. To date, the school has properly submitted nine contract submission packages for FY 2020. As evidenced by the uptick in volume and the decline in lateness, the school appears to be implementing improved procedures to ensure compliance.

Special Education Compliance

Charter schools are required to comply with all federal and local special education laws, including the Individuals with Disabilities Education Act⁵¹ (IDEA) and Section 504 of the Rehabilitation Act of 1973.⁵² The following section summarizes the LEA's special education compliance from SY 2014-15 to the present.

The D.C. Office of the State Superintendent of Education (OSSE) Special Education Compliance Reviews

As the State Education Agency (SEA), OSSE monitors charter schools' special education compliance and publishes detailed findings in the following reports:

- (1) Annual Determinations
- (2) On-Site Monitoring
- (3) IDEA Procedural Timeliness Monitoring (Initial Evaluation and Reevaluation)
- (4) Secondary Transition Monitoring
- (5) Child Find Monitoring
- (6) Significant Discrepancy and Disproportionate Representation Review
- (7) Significant Disproportionality Review
- (8) Hearing Officer Determination Implementation Review

Below is a summary of the compliance areas for which OSSE required IDEA PCS to take corrective action during the review period:

- Initial Evaluation Timeliness
- Reevaluation Timeliness
- Secondary Transition Timeliness
- Child Find
- Disproportionate Representation
- Significant Disproportionality
- Hearing Officer Determination Implementation

Further detailed information on OSSE's findings regarding special education compliance is below.

⁵¹ 20 U.S.C. §§ 1400 *et seq.* See 20 U.S.C. § 1413(a)(5).

⁵² 29 U.S.C. § 794.

(1) Annual Determinations

As required by federal regulation, OSSE annually analyzes each LEA's compliance with special education compliance indicators, and it publishes these findings in an Annual Determination report.⁵³ Each year's report is based on compliance data collected from the prior federal fiscal year. For example, in SY 2017-18, OSSE published its 2015 Annual Determination reports (based on the school's 2015-16 performance).

IDEA PCS's Annual Determination compliance performance is detailed in the table below.⁵⁴

Year	Percent Compliant with Audited Special Education Federal Requirements	Determination Level ⁵⁵
2015	85%	Meets Requirements
2016	85%	Meets Requirements
2017	81%	Meets Requirements

(2) On-Site Monitoring Report⁵⁶

As of October 2019, OSSE has not conducted an On-Site Monitoring of the school in the last five school years.

(3) IDEA Procedural Timeliness

OSSE monitored IDEA PCS in two areas related to timeliness of creating and maintaining compliant Individualized Education Programs (IEP) for students: Initial Evaluation and Reevaluation (described below).

Initial Evaluation

An initial evaluation is a process consisting of a set of procedures and/or assessments used in accordance with the IDEA and District of Columbia law to determine: (1) whether a child has a disability, and if so, (2) the nature and extent of the special education and related services that the child needs.⁵⁷

⁵³ As required by federal regulation 34 C.F.R. § 300.600(c).

⁵⁴ See Annual Determination reports, attached to this report as Appendix M.

⁵⁵ IDEA requires OSSE, as the SEA, to make determinations annually about the performance of 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. These categories are: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

⁵⁶ OSSE conducts an on-site assessment of an LEA's special education compliance with student-level and LEA-level indicators in alignment with its coordinated Risk-Based Monitoring 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. LEAs are responsible for being 100% compliant with student-level indicators and LEA-level indicators on On-Site Monitoring Reports.

⁵⁷ 5-E D.C.M.R. § 3001.

Under District of Columbia law,⁵⁸ the LEA must make reasonable efforts to obtain parental consent for initial evaluation within 30 calendar days of referral and complete an initial evaluation of a child suspected of having a disability, including the determination of eligibility, within 60 calendar days of receiving parental consent.

IDEA PCS was flagged for noncompliance for not adhering to the required timeline for initial evaluation⁵⁹ during the following school years:

- SY 2017-18 School Year (July 1, 2017 - June 30, 2018) Report
- SY 2018-19 Q1 and Q2 (July 1, 2018 - December 30, 2018) Report

OSSE confirms that the school has addressed each of the findings issued above.

Reevaluation

A reevaluation is defined as an evaluation, conducted after the initial evaluation, to determine whether a child with a disability still has a disability. The LEA must conduct a reevaluation at least once every three years, whether or not a child's needs have changed, unless the parent and the LEA agree that a reevaluation is unnecessary.⁶⁰

IDEA PCS was flagged for noncompliance for not adhering to the required timeline for reevaluation during the following school years:

- SY 2015-16 November 2015 (July 1, 2015 - September 30, 2015) Report
- SY 2015-16 May 2016 (October 1, 2015 - March 31, 2016) Report
- SY 2016-17 May 2017 (October 1, 2016 - March 31, 2017) Report
- SY 2018-19 May 2019 (October 1, 2018 - March 31, 2019) Report

OSSE confirms that the school has addressed the SY 2015-16 November and SY 2016-17 May findings. The school has not corrected the areas of noncompliance identified in the SY 2018-19 May report, as these findings are not due for correction until May 2020.

(4) Secondary Transition Monitoring

The IDEA requires that transition planning for students who receive special education services and have an IEP must begin by age 16.⁶¹ This process involves the development of a plan with goals that will transition students from high school to postsecondary employment, education/training, and independent living.⁶²

⁵⁸ DC Code § 38-2561.02(2)(A).

⁵⁹ For IDEA Purposes, OSSE only monitors schools for the second part of the Initial Evaluation timeline (parental consent to eligibility being completed in 60 days).

⁶⁰ 5-E D.C.M.R. § 3005.7.

⁶¹ On July 1, 2018 the Enhanced Special Education Services Amendment Act of 2014 took effect and required that secondary transition planning in DC must be in effect after a child with a disability turns 14. However, OSSE's Secondary Transition Monitoring currently aligns with the age requirement of the IDEA, 16 years and up.

⁶² 34 C.F.R. 300.320(b)-(c).

IDEA PCS was flagged for noncompliance with secondary transition requirements during the following school years:

- SY 2016-17 August 2016 (April 1, 2016 - June 30, 2016) Report
- SY 2018-19 November 2018 (July 1, 2018 - September 30, 2018) Report

OSSE confirms that the school has addressed each of the findings issued above.

(5) Child Find Monitoring Report

“Child find” is a set of policies, procedures, and public awareness activities designed to locate, identify, and evaluate children who may require special education and related services. Each LEA must have policies and procedures in effect to ensure that child find takes place. Consistent with a judicial order,⁶³ OSSE continues to audit every LEA’s identification rate of enrolled students receiving special education services against the 8.5% target enrollment established in the case. OSSE also conducted desktop reviews of all LEA child find policies to ensure that they were compliant with the law and did not adversely affect identification rates.⁶⁴

As described in a letter to the LEA’s leader,⁶⁵ OSSE found that in SY 2017-18, IDEA PCS identified 24.8% of its students as eligible for special education, which is above the 8.5% threshold. Nonetheless, OSSE also reviewed IDEA PCS’s child find policy, procedures, and practices and determined that they were not compliant with IDEA and local law. As a result, OSSE required that IDEA PCS:

- Revise its policies to address the identified areas of noncompliance; and
- Conduct training for all instructional staff, support staff, principals and other school administrators regarding child find processes and procedures prior to the beginning of the 2018-19 school year.

OSSE confirms that the school has completed these requirements.

(6) Disproportionate Representation Review

OSSE annually reviews LEAs for inappropriate over identification or disproportionate representation by race and ethnicity of children as children with disabilities. This review is based on the current school year’s enrollment audit and child count data. Only LEAs with an enrollment of 40 or more students with IEPs and five or more students with IEPs in the qualifying (racial/ethnic) subgroup undergo the disproportionate representation data review. For those LEAs found to have disproportionate representation, OSSE requires the LEA to complete and submit a self-study to review its

⁶³ D.L. v. The District of Columbia (Case No. 1:05-cv-01437), 860 F.3d 713 (DC Cir. 2017)

⁶⁴ For more information, see OSSE’s “Dear Colleague” letter on key IDEA requirements related to D.L. v. District of Columbia at <https://osse.dc.gov/publication/dear-colleague-letter-key-idea-requirements-related-dl-v-district-columbia>.

⁶⁵ Please find the Child Find Focused Monitoring Report for IDEA PCS attached as Appendix N.

own policies and practices related to child find, evaluation, and eligibility. An LEA will be cited for significant discrepancy noncompliance only if the school's policies and practices do not comply with regulatory requirements.

In May 2019,⁶⁶ IDEA PCS was notified that it was found to have disproportionate representation in the area of:

- Over identification of African American students as students with disabilities.

OSSE requested in the notification letter to the school that the LEA complete and submit a self-study assessment. Upon review of the self-study, OSSE determined that the LEA does not have disproportionate representation based on inappropriate identification.⁶⁷

Significant Discrepancy Review

OSSE annually reviews LEAs' rates of suspension and expulsion for students with disabilities as compared to their non-disabled peers. This review is based on the prior school year's data. OSSE annually defines what constitutes "significant discrepancy" between these two rates. In FY 2017, this definition required two conditions to be met:

- Any excess in the rate of long-term suspension and expulsion between students with disabilities and students without disabilities; and,
- A rate ratio of 1.5 or higher, meaning students with disabilities from a particular racial or ethnic group are suspended or expelled at a rate that is at least one and a half times greater than the rate for all nondisabled students.

For those LEAs found to have significant discrepancy, OSSE requires the LEA to complete and submit a self-study to review its own policies and practices related to the development and implementation of IEPs, procedural safeguards, and the use of positive behavioral interventions and supports. An LEA will be cited for noncompliance only if the aforementioned documents do not comply with regulatory requirements.

As of October 2019, OSSE has determined that the LEA does not have a significant discrepancy based on noncompliant policies and procedures.

(7) Significant Disproportionality Review

OSSE annually reviews LEAs for significant disproportionality when students in a racial or ethnic group are more likely to be:

⁶⁶ See 2018-19 Disproportionate Representation Review Report for IDEA PCS attached as Appendix O.

⁶⁷ See Results of the 2018-19 Disproportionate Representation Review Report for IDEA PCS attached as Appendix P.

- Identified as a student with a disability;
- Identified as a student with a particular disability;
- Placed in more restrictive settings; or
- Suspended or expelled at a higher rate than students in other racial or ethnic groups.

In August 2019,⁶⁸ IDEA PCS was notified that it was found to have significant discrepancy in the areas of:

- Identification of children in specific disability categories; and
- Taking of disciplinary actions.

OSSE required in its notification letter to the school that the LEA reserve 15% of its Part B IDEA funding for Comprehensive Coordinated Early Intervention Services (CEIS) and submit documentation and attend technical assistance webinars. OSSE will continue to monitor this matter over time.

(8) Hearing Officer Determination (HOD) Implementation Review

OSSE manages and oversees compliance through the HOD Tracker (formerly called the Blackman Jones database) that tracks the timely implementation of actions required by HODs. The chart below shows the special education administrative due process complaints brought against the school during the review period that resulted in a finding of noncompliance by a Hearing Officer.⁶⁹

Transmittal Date ⁷⁰	HOD Implementation and Timeliness Status ⁷¹
6/1/2017	Not Implemented and Untimely
8/1/2018	Not Implemented and Untimely

DC PCSB expects LEAs to take all steps necessary to come into compliance with the IDEA, including implementing HODs. DC PCSB will monitor IDEA PCS's progress in implementing these outstanding HODs and in implementing future HODs in a timely manner.

⁶⁸ See 2018-19 Significant Discrepancy Review Report for IDEA PCS, attached to this report as Appendix Q.

⁶⁹ HODs are the written decisions issued as a result of a due process complaint that proceeded to hearing. Many other complaints are withdrawn for a number of reasons, including settlement. Not all outcomes are required to be tracked; thus, for the purposes of charter reviews and renewals, DC PCSB reports only on HODs that resulted in a finding of noncompliance against the LEA.

⁷⁰ This is the date the Office of Dispute Resolution transmits the HOD to the database a few days after the hearing officer has issued a decision.

⁷¹ An HOD may be implemented timely, implemented untimely, or not implemented and untimely.

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.⁷²

DC PCSB has assessed IDEA PCS's financial performance by reviewing the previous four years of audited financials and DC PCSB's Financial Analysis Review (FAR) reports, dating from FY 2015 through FY 2018. DC PCSB also reviewed the school's unaudited financials for FY 2019 and incorporated this data when relevant. For the purpose of this report, DC PCSB used the FY 2018 FAR Report's benchmarks to assess the financial strength of these individual measures. These ranges were established where the upper end of the range was the "target" for financial performance and the lower end was the "floor." Schools performing at or above the established targets are determined to be in a strong financial position for the specific metric being assessed. When a school's metrics fall below the established targets, they are reviewed collectively to identify and assess the areas of financial risks presented. Further, metrics that fall below the established floors are reviewed to determine whether they pose more imminent financial concerns. DC PCSB assesses the school's financial condition holistically in order to determine whether operations are adequately managed, sustainable, and economically viable.

KEY for Fiscal Management and Economic Viability Charts	
Black Text	▪ Within an average, financially healthy range based on the FAR and general finance principles.
Red Text	▪ Falling within a range that is cause for concern based on the FAR and general finance principles. Though this does not necessarily show fiscal mismanagement on the part of the school, it indicates that this specific measure fell below the targets that DC PCSB considers financially sound.

Summary of Findings

IDEA PCS has demonstrated healthy fiscal performance. Its financial audits confirm the school has adhered to GAAP and has adequate internal controls. The school has not engaged in a pattern of fiscal mismanagement, and it is economically viable.

IDEA PCS has adequate liquidity, with a current ratio of 2.5 and 61 days of cash on hand. The school has maintained low leverage, with assets well in excess of its liabilities, a debt ratio of 0.55, and a primary reserve ratio at the end of FY 2019 at a healthy 82%. These indicators all reflect positive financial strength.

⁷² See D.C. Code § 38-1802.13(b).

Financial Overview

Overall, the school has exhibited healthy financial performance, while exhibiting appropriate fiscal responsibility. The following table provides an overview of IDEA PCS's financial information between FY 2015 and FY 2019. IDEA PCS's enrollment has increased by 50% between FY 2015 and FY 2019, while total revenues have increased by 68%. Non-operating revenue related to debt forgiveness in FY 2016 bolstered the school's net asset position and reserves. At the end of FY 2019, net assets totaled nearly \$7M. Strong revenue growth and reserves are indicative of sufficient financial strength to sustain its operations.

Financial Highlights (\$ in 000s)					
	2014-15	2015-16	2016-17	2017-18	2018-19*
Maximum Enrollment ⁷³	600	600	600	600	600
Audited Enrollment	217	281	262	305	326
Total Revenue	\$5,258	\$10,495 **	\$6,696	\$8,193	\$8,826
Surplus/(Deficit) ⁷⁴	\$(471)	\$3,964	\$(79)	\$1,082	\$354
Unrestricted Cash Balances	\$479	\$1,043	\$560	\$1,298	\$1,427
Number of Days of Cash on Hand ⁷⁵	30	62	32	71	61
Net Asset Position ⁷⁶	\$1,609	\$5,573	\$5,495	\$6,576	\$6,933
Primary Reserve Ratio ⁷⁷	27.9%	85.2%	81.1%	92.5%	81.8%

* Includes \$2.7 million in non-operating revenues related to debt forgiveness.

Fiscal Management

Based upon DC PCSB's assessment of the school's liquidity, debt burden, and cost management, the school has shown evidence of adequate fiscal management. Specifically, liquidity is strong; the school has low debt leverage; costs are effectively managed; and the internal control environment appears to be strong. These areas are discussed further below.

Liquidity

Liquidity							
	Floor	Target	2015	2016	2017	2018	2019*
Current Ratio	0.7	1.0	0.8	1.6	1.2	1.9	2.5
Number of Days of Cash on Hand	15	45	30	62	32	71	61

*The end of year audited financials were not available at the time of the review.

⁷³ 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.

⁷⁴ Surplus / (Deficit) is total revenue minus total expenses.

⁷⁵ Number of Days 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.

⁷⁶ Net Asset Position equals total assets minus total liabilities.

⁷⁷ Primary Reserve Ratio equals total net assets, less intangible assets, divided by total annual expenses.

Liquidity refers to the school's ability to meet its immediate financial obligations. DC PCSB measures liquidity by assessing two metrics—the Current Ratio⁷⁸ and Days of Cash on Hand⁷⁹—as well as considering the school's solvency.

Current Ratio: The current ratio divides a school's current assets by its current liabilities. "Current" means being available or coming due within the next year. The school's current ratio has consistently been above the target of 1.0 since FY 2016, meaning the school has the means to meet obligations that will come due in the next year.

Days of Cash on Hand: This measure determines how many days of expenses a school can meet with the cash it has in the bank. Days of cash on hand was 61 days in FY 2019, evidence of ample liquidity

Solvency: The final measure of liquidity is solvency,⁸⁰ which considers the school's overall ability to pay outstanding obligations, including amounts due to vendors, employees, and lenders if the school's charter were to be revoked. DC PCSB reviewed IDEA PCS's FY 2018 audited financial statements to determine the risk to third parties in the event of school closure. Should the DC PCSB Board vote to close IDEA PCS, staff expects that the school would be able to meet its operating obligations, including estimated closure costs, and the school would not have a shortfall in meeting obligations due to vendors and employees. Given the overall financial health of the school, IDEA PCS's solvency is not an area of concern.

Debt Burden

Debt Burden						
	Floor	Target	2015	2016	2017	2018
Debt Ratio	0.90	0.50	N/A – metric introduced in FY 2016	0.59	0.59	0.55
Debt Service Coverage Ratio	1.0	1.2		754.2	2.5	5.2

Based upon DC PCSB's assessment, there are no concerns related to IDEA PCS's debt burden. DC PCSB reviews two ratios related to debt management—the debt ratio⁸¹ and the debt service coverage ratio (DSC).⁸²

Debt Ratio: The school has consistently maintained low leverage, with assets well in excess of its liabilities, with a debt ratio exceeding the target of 0.5.

⁷⁸ A school's current ratio is its current assets divided by current liabilities.

⁷⁹ Days of Cash on Hand is the amount of unrestricted cash and cash equivalents divided by daily operating expenses, excluding depreciation & amortization.

⁸⁰ Except when the school owns a facility, solvency equals unrestricted cash plus receivables with a high probability of collection, minus liabilities and closure expenses.

⁸¹ Debt Ratio equals the total liabilities divided by the total assets.

⁸² Debt Service Coverage (DSC) Ratio equals Earnings Before Interest, Depreciation, and Amortization divided by the sum of scheduled principal payments and interest paid (not including balloon payments).

Debt Service Coverage Ratio: The debt service coverage ratio compares a school's current year operating surplus with the interest and principal due on its debt. A high ratio implies sufficient resources were available for debt service, while a low ratio indicates a school's inability to service its debt. In FY 2016 the debt service ratio includes \$2.7 million in non-operating revenue, which is why this year's number is high compared to other years. The school's debt service coverage at the end of FY 2019 was 5.2, well above the target for this metric; this is indicative of adequate ability to service its financing principal and interest with its current operating surplus.

Cost Management

Components of Expenses (\$ in 000s)				
	2015	2016	2017	2018
Salaries and Benefits	\$3,518	\$4,190	\$4,386	\$4,295
Direct Student Costs	\$323	\$489	\$628	\$795
Occupancy Expenses	\$938	\$753	\$933	\$986
General Expenses⁸³	\$993	\$1,108	\$830	\$1,036

As a Percent of Expenses					
	2015	2016	2017	2018	FY18 Sector Median
Salaries and Benefits	61%	64%	65%	60%	62%
Direct Student Costs	6%	7%	9%	11%	11%
Occupancy Expenses	16%	12%	14%	14%	16%
General Expenses	17%	17%	12%	15%	11%

The tables above provide an overview of the school's spending decisions over the past five years. General Expenses declined in FY 2017 due to a reduction in professional services. The school's expenses are appropriately in line with sector medians.

Internal Controls

Audits of IDEA 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 identified in internal controls over financial reporting. Based on this assessment, IDEA PCS appears to have an adequate internal control environment.

Internal Controls				
	2015	2016	2017	2018
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	No	No	No	No

⁸³ 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				
	2015	2016	2017	2018
areas of doubt, the opinion may be <i>modified</i> , <i>adverse</i> , or <i>disclaimed</i> .				
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	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	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 non-compliance.	No	No	N/A	N/A
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 non-compliance with a requirement of a federal program that will not be prevented, or detected and corrected, on a timely basis.	No	NO	N/A	N/A
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	0
Unresolved Prior Year Findings. The auditor discloses prior year audit findings that have not been corrected.	0	0	0	0
Going-Concern Issue. The auditor indicates that the financial strength of the school is questioned.	No	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	No

ECONOMIC VIABILITY

Considering earnings, cash flows, reserves, and trends in both enrollment and revenue, DC PCSB staff has no concerns about IDEA PCS's economic viability. While IDEA PCS has experienced deficits in two of the five years between FY 2015 and FY 2019, this is not a concern in light of the school's strong liquidity and reserves.

(\$ in 000s)	Floor	2015	2016	2017	2018	2019*
Surplus/(Deficit)	<0	\$(471)	\$3,964	\$(79)	\$1,082	\$354
Earnings before Depreciation and Amortization	<0	\$(145)	\$4,320	\$330	\$1,530	\$811

* Based on unaudited FY 2019 financial statements.

Earnings and Operating Cash Flow

One measure of economic viability is whether a school runs a surplus—put simply, whether revenues exceed expenditures. While healthy schools can occasionally run deficits, in most years they do not. Earnings before Depreciation and Amortization (EBDA) removes major non-cash items from the earnings calculation and is an indicator of whether the school has generated positive cash surpluses for the year.⁸⁴

IDEA PCS's losses in FY 2015 and FY 2017 are not of concern in light of the school's strong liquidity and reserves.

(\$ in 000s)	Floor	Target	2015	2016	2017	2018	2019*
Net Asset Position	\$0	N/A	\$1,609	\$5,573	\$5,495	\$6,576	\$6,933
Primary Reserve Ratio	0.0%	25.0%	27.9%	85.2%	81.1%	92.5%	81.8%

* Based on unaudited FY 2019 financial statements.

Net Asset Position

Net Asset Position measures a school's assets less its liabilities. DC PCSB would be concerned with net assets reserves below zero. As depicted above, the school's net assets have remained sufficient in all years of the review period, ending FY 2019 with total net assets of nearly \$7M, of which only approximately \$1M is working capital, meaning the other \$6M would become liquid upon converting the school's fixed assets to cash.

Primary Reserve Ratio

The Primary Reserve Ratio divides net assets by a school's total expenses to measure net assets relative to the size of the school. The Primary Reserve ratio has exceeded DC PCSB's target of 25% in each of the five years under review; reserves of 82% at year-end FY 2019 are strong.

⁸⁴ EBDA is the change in net assets plus depreciation and amortization.

Enrollment and Revenue Trends

The final measures of economic viability are trends in enrollment and revenues. Enrollment trends provide information about a school's ability to attract students and receive DC and Federal funds for operations. Stable or increasing enrollment and revenue indicate that a school is likely to remain financially stable, barring extraordinary circumstances.

(\$ in 000s)	Enrollment over Time				
	2015	2016	2017	2018	2019*
Enrollment Ceiling	600	600	600	600	600
Enrollment	217	281	262	305	326
Growth in Enrollment	9%	29%	-7%	16%	7%
Total Revenue	\$5,258	\$10,495	\$6,699	\$8,193	\$8,826
Growth in Revenues	9%	100%	-36%	22%	8%

*The end of year audited financials were not available at the time of the review.

While IDEA PCS experienced a modest decline in enrollment in FY 2017, enrollment in FY 2019 of 326 students is up 50% from FY 2015 levels. Growth in revenues of 68% over the review period has exceeded the growth in enrollment. The doubling of revenue in FY 2016 and subsequent decline in FY 2017 is due to a significant non-operating item and is not indicative of the school's longer-term growth trend.

Appendix A

CONTRACTUAL AGREEMENT

BETWEEN

THE DISTRICT OF COLUMBIA BOARD OF EDUCATION

AND

**THE BOARD OF TRUSTEES OF THE INTEGRATED DESIGN
ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL**

July 1, 1998

**CONTRACTUAL AGREEMENT BETWEEN
THE DISTRICT OF COLUMBIA BOARD OF EDUCATION
AND THE
BOARD OF TRUSTEES OF THE INTEGRATED DESIGN ELECTRONICS
ACADEMY PUBLIC CHARTER SCHOOL**

The District of Columbia Board of Education (Board) herewith grants a charter for the establishment of the Integrated Design Electronics Academy Public Charter School (School), effective on July 1, 1998. Such charter shall remain in force for a period of fifteen years, through June 30, 2013, pursuant to the *D. C. School Reform Act of 1995, as amended, (School Reform Act)* and pending availability of funding, unless revoked by the Board pursuant to provisions of the *School Reform Act*. Such charter may be renewed by the Board upon submission of an appropriate application for renewal by the Board of Trustees (Trustees) of the School and appropriate review and action by the Board, pursuant to §2212 of the *School Reform Act*. The Board shall review the School once every 5 years, beginning on the date that is 5 years after the date on which the charter is granted or renewed, to determine whether the charter should be revoked for the reasons described in § 2213 (a)(1)(B) in accordance with the procedures for such revocation established under §2213(c) of the *School Reform Act*.

This contract and the approved application for the School, properly amended and submitted as required by the Board, shall constitute a legal and binding agreement between the Trustees and the Board.

Section I: GENERAL

- A. The School shall comply with all terms and provisions of its charter and subsequent amendments approved by the Board, provisions of the *School Reform Act*, and all other pertinent federal and District statutes.
- B. Should the School seek to revise its charter, the school shall prepare a petition for approval of the revision(s) and submit the petition to the Board. The provisions of the *School Reform Act, §2203.(c)(10)* shall apply to such a petition for revision(s) in the same manner as such provisions apply to a petition to establish a public charter school.
- C. Reports submitted to the Board by the School shall be approved by the Trustees and shall bear the signature of the Chairperson of the Trustees.

**Section II: FOCUS OF THE INTEGRATED DESIGN ELECTRONICS
ACADEMY PUBLIC CHARTER SCHOOL**

- A. The School shall integrate academic and vocational course work using the JROTC Program for team work and leadership. A solid background in mathematics, science and English will be stressed so that students will be able to score well on academic assessments as well as prepare themselves for higher education and the world of work.
- B. The School will serve approximately 150 students in grades 9 through 12 in SY 1998-1999, increasing to 175 students in SY 1999-2000, 220 students in SY 2000-2001, and to 225 students in SY 2001-2002, the maximum number of students to be enrolled under the terms of this charter.

Section III: BOARD OF TRUSTEES

- A. The School shall be governed by a Board of Trustees, whose number shall not exceed fifteen (15), in a manner consistent with the *School Reform Act* and provisions of the approved charter. (*School Reform Act*, §2204(c)(6)).

- B. The Trustees shall be established pursuant to §2205 of the *School Reform Act*. The first (interim) Trustees shall be established not later than May 29, 1998, and shall exercise all of the powers and shall be subject to all of the duties of a Board of Trustees.

The Trustees shall be elected or selected pursuant to §2205 of the *School Reform Act* on the earliest practicable date, but not later than 30 days, after classes at the School have commenced.

- C. The Trustees shall be fiduciaries of the School and shall set overall policy for the School. The Trustees may make final decisions on matters related to the operation of the School, consistent with its charter, the *School Reform Act*, and other applicable laws.
- D. The Trustees are held accountable to and by the Board for ensuring that the School provides a sound educational program, ensures the health, safety and security of students, employees, and guests of the School, and adheres to all provisions of its charter and all pertinent District and federal regulations.
- E. The Trustees shall ensure that their fiduciary responsibilities are not compromised by the appointment of such trustees to salaried positions in the School, thus resulting in a conflict of interest. Exceptions may be in the election/selection of teacher representatives to serve as Trustees.
- F. The Trustees recognize the Board as the eligible chartering authority with legal responsibility for:
1. Monitoring the operations of the School;
 2. Ensuring that the School complies with applicable laws and the provisions of the charter granted to such school; and
 3. Monitoring the progress of the School in meeting student academic achievement expectations specified in the charter granted to the School.
- G. The Board, as the eligible chartering authority, may require the School to produce any book, record, paper, or document, if the Board determines that such production is necessary for the eligible chartering authority to carry out its functions under the *School Reform Act*.
- H. The name, address, telephone number and a resume of each member of the Trustees shall be submitted to the Board within five days of establishment of the Trustees, and such information shall be updated within five days of any change in the directory information or membership on the Trustees.

Section IV: EDUCATIONAL PROGRAM

- A. The School shall implement an educational program that provides students with the knowledge, proficiency, and skills needed to become nationally and internationally competitive students and educated individuals in the 21st century; and to perform competitively on any district-wide assessments. (*School Reform Act, §2202(3)*).
- B. Not later than August 31, 1998, the School shall submit the content and performance standards by grade level/instructional level for student achievement and advancement. The School's curricula shall be available for Board review not later than August 31, 1998.
- C. The School shall monitor and report student progress on at least a quarterly basis and shall provide the necessary services to support students' academic success and overall development. The School shall achieve both the academic and nonacademic goals outlined in its charter.
- D. The School, for the purposes of Part B of the Individuals With Disabilities Act (IDEA) and the Rehabilitation Act of 1973, has elected to be treated as an LEA and shall take the necessary action to ensure that identified students are provided an appropriate education. Not later than July 31, 1998, the School shall submit a plan that outlines the process for delivery of full services from the point of referral through evaluation/assessment, development of Individualized Education Plans (IEP's), and delivery of special education and related services to identified students.

Section V. STUDENT ASSESSMENT

- A. Students enrolled in the School shall participate in any District-wide assessments.
- B. Not later than August 31, 1998, the School shall submit a description of the manner in which the school will conduct any district-wide assessments. (*School Reform Act, §2202(1)*).

Section VI. TUITION, FEES AND PAYMENTS

- A. Pursuant to the *School Reform Act, §2204(c)(2)*, the School, with the exception of nonresident students, shall not impose fees or otherwise require payment for participation in any program, educational offering, or activity that:
 - 1. enrolls students in any grade from 9 through grade 12; or
 - 2. is funded in whole or part through an annual local appropriation

- B. The School may impose fees or otherwise require payment, at rates established by the Trustees of the School, for any program, educational offering, or activity not described in 1 or 2 above, including adult education programs, or for field trips or similar activities.
- C. The School shall apply the nonresident tuition rates established by the District of Columbia Public School System for the enrollment of nonresident students (*School Reform Act, §2206(e)*).

Section VII: ACCOUNTABILITY

- A. The School shall develop a local school accountability plan with measurable performance targets for at least a five-year period. Such plan shall include baseline data and indicators of incremental gains on at least an annual basis for each management goal area and for the academic and nonacademic goals and objectives established for the student population. The accountability plan shall be submitted not later than July 29, 1998, with the specific targets for student achievement to be appended upon the acquisition of baseline data from the initial academic assessment of students.
- B. The Board shall conduct a monitoring site visit to the School not less than once in each academic quarter during the School's first year of operation and not less than once in each academic semester in subsequent years, for the purpose of fulfilling its oversight responsibilities, pursuant to §2211 of the *School Reform Act*.

Section VIII: FACILITY

- A. By June 30, 1998, the School shall submit to the Board documentation that an appropriate facility has been acquired for the School, including (i) a description of the site where the School will be located, any buildings on the site, and any buildings proposed to be constructed on the site, and (ii) information demonstrating that the eligible applicant has acquired title to, or otherwise secured the use of the facility. (*School Reform Act, §2202*).

The Phelps High School has been approved as a site for the School until the School can identify a permanent location. Upon execution, the Use Agreement shall serve as documentation that a facility has been acquired. The School has submitted the letter of approval from the Office of the Chief Operating Officer, DCPS.

The School also is in negotiations with Southeastern University for a facility.

- B. The School shall provide to the Board documentation of inspection and approval of the facility by the District of Columbia Government building inspector and a certificate of occupancy from the Department of Consumer and Regulatory Affairs prior to the first day of School for teachers should the School elect not to use a DCPS facility.

Section IX: BACKGROUND CHECKS

- A. The School shall ensure the conduct of a background check/clearance of all employees and volunteers, the results of which shall be received by the School prior to the first day on which such employee or volunteer is scheduled to report for duty/work.
- B. Background reports for all employees and volunteers shall be made available to the Board during its monitoring visits. In cases in which the report revealed criminal activity by persons to be hired or accepted as volunteers by the school, a copy of the report shall be submitted to the Board within 24 hours of receipt by the school.

Section X: DISTRICT OF COLUMBIA PUBLIC SCHOOL SYSTEM SERVICES

The School shall identify services needed from the District of Columbia Public School System in the following school year, not later than June 15, 1998 for SY 1998-99, and not later than February 15th in ensuing years (unless multi-year contracts have been executed), initiate negotiations with the Superintendent of Schools for services and compensation for such services with a goal toward achieving mutual agreement and a signed contract not later than July 15th. (School Reform Act, §2209).

Section XI: ARTICLES OF INCORPORATION

The Trustees shall file with the District Government by May 29, 1998, following final review by the Board, Articles of Incorporation and By-Laws of the School. *A public charter school shall be nonsectarian and shall not be affiliated with a sectarian school or religious institution. A public charter school shall be organized under the District of Columbia Nonprofit Corporation Act (D. C. Code, sec. 29-501 et. seq.). (School Reform Act, §2204(c)(15) and (16)).*

Section XII: ACCREDITATION

The School shall initiate the accreditation process not later than forty-five days following the opening of the School and shall provide to the Board of Education copies of official documentation that such process has begun, reports of progress from the accrediting body, and immediate notification of any barriers to full accreditation or any potential for loss of full accreditation once achieved. The School shall obtain accreditation at the earliest possible date allowable by the accreditation body, but not later than five years of the initial opening date, and shall maintain full accreditation throughout the life of the charter. (School Reform Act, §2202(16)).

Section XIII: REPORTING REQUIREMENTS

A. Census

The School shall provide to the Board student enrollment data necessary for the Board to comply with Section 3 of Article II of the Act of February 4, 1925 (D.C. Code, sec. 31-404) (relating to the census of minors.) See *School Reform Act, §2204(c)(12)*.

B. Compulsory School Attendance

The School shall ensure adherence to provisions of D. C. Law 8-247, "District of Columbia Compulsory School Attendance Amendment Act of 1990," section 4 of which is highlighted below:

"The principal or head teacher of each public, independent, private, or parochial school, and each teacher who gives private instruction, shall, in accordance with the rules adopted by the Board pursuant to Title I of the APA, report to the Board the name, address, sex, and date of birth of each minor who resides permanently or temporarily in the District who transfers between schools or who enrolls in or withdraws from his or her school."

C. Membership/Calculation of Number of Students

1. Not later than September 15th of each year, the School shall calculate and report to the Board, on a form to be provided by the Board, the following student membership information. (*School Reform Act, §2402*).

(a) The number of students, including nonresident students and students with special needs, enrolled in each grade from grade nine through grade twelve.

(b) The amounts of fees and tuition assessed and collected from the nonresident students described in (a) above.

2. Not later than March 15th of each year, the School shall submit to the Board a report of student membership in the same form and manner as described in Section 1 above (*School Reform Act, §2402*).

D. Annual Report

The Trustees shall submit to the Board, not later than July 15th of each year an annual report of progress for the academic year ending on June 30th of that year. The contents of such report shall include, but may not be limited to, the following: (*School Reform Act, §2204(c)(11)*).

1. A report on the extent to which the school is meeting its mission and goals as stated in the approved petition for the School, including a discussion of annual and incremental gains toward long-range objectives;
2. Student performance on any district-wide assessments, including a discussion of pre- and post-data comparisons as well as annual and longitudinal comparisons over the period of the charter;
3. Grade advancement for students enrolled in the public charter, including a discussion of annual and longitudinal comparisons over the period of the charter;
4. Graduation rates, college admission test scores, and college admission rates including a discussion of annual and longitudinal comparisons over the period of the charter;
5. Types and amounts of parental involvement;
6. Official student enrollment;
7. Average daily attendance;
8. Average daily membership;
- *9. A financial statement audited by an independent certified public accountant in accordance with Government auditing standards for financial audits issued by the Comptroller General of the United States;
10. A report on school staff indicating the qualifications and responsibilities of such staff; and
11. A list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the year that is the subject of the report.

Data described in items 1 through 8 and 10 above shall not identify the individuals to whom the data pertain.

**Shall be submitted by November 15th (45 days after September 30th - close of the fiscal year.)*

The annual report shall be organized with a table of contents and identified appendices, as needed.

The Trustees shall submit twenty copies of the annual report to the Board and shall make such report available for review by the community.

E. Annual Audits

The Trustees of the School shall submit to the Board by November 15th (45 days following the end of the fiscal year on September 30th) audit reports for the preceding fiscal year as follows: *(School Reform Act, §2202(6)(A)).*

1. Financial statement
2. Administrative operations
3. Programmatic operations

The School may elect to use information from the Board's Monitoring Report to meet the requirements of 2 and 3 above.

Section XIV: FEES

By November 15th of each year, the School shall pay to the Board a fee in the amount of one-half of one percent of the annual budget of the School, to cover the cost of undertaking the on-going administrative responsibilities of the Board, the eligible chartering authority. (*School Reform Act, §2211(b)*).

Section XV: CONTRACTING AUTHORITY

DC School Reform Act of 1995, §2204(c)

(A) Notice Authority. - Except in the case of an emergency (as determined by the eligible chartering authority of a public charter school), with respect to any contract proposed to be awarded by the public charter school and having a value equal to or exceeding \$10,000, the school shall publish a notice of a request for proposals in the District of Columbia Register and newspapers of general circulation not less than 30 days prior to the award of the contract.

(B) Submission to the Authority. -

(i) Deadline for Submission. - With respect to any contract described in subparagraph (A) that is awarded by a public charter school, the school shall submit to the Authority, not later than 3 days after the date on which the award is made, all bids for the contract received by the school, the names of the contractor who is awarded the contract, and the rationale for the award of the contract.

(ii) Effective Date of Contract. --

(f) In General. - Subject to subclause (ii), a contract described in subparagraph (A) shall become effective on the date that is 15 days after the date the school makes the submission under clause (i) with respect to the contract, or the effective date specified in the contract, whichever is later.

(ii) Exception. - A contract described in subparagraph (A) shall be considered null and void if the Authority determines, within 12 days of the date the school makes the submission under clause (i) with respect to the contract, that the contract endangers the economic viability of the public charter school.

Section XVI: APPLICATION FOR CHARTER RENEWAL

Should the Trustees of the School desire to renew the charter, the Trustees shall file an application to renew the charter with the Board not later than 120 days nor earlier than 365 days before the expiration of the charter. The application shall contain the following: (*School Reform Act, §2212*).

- A. A report on the progress of the School in achieving the goals, student achievement expectations and other terms of the approved charter.
- B. All audited financial statements of the School for the preceding 4 years.

Section XVII: ANNUAL PAYMENTS

The Board and the Trustees understand that pursuant to the *School Reform Act, §2403*, the following shall apply:

(A) *INITIAL PAYMENT. - In General. - Except as provided in clause (ii), not later than October 15 of each year, the Mayor shall transfer, by electronic funds, an amount equal to 75 percent of the amount of the annual payment for each public charter school determined by using the formula established pursuant to section 2401(b) of the School Reform Act to a bank designated by such school.*

(ii) *REDUCTION IN CASE OF NEW SCHOOL. - In the case of a public charter school that has received a payment under subsection (b) in the fiscal year immediately preceding the fiscal year in which a transfer under clause (i) is made, the amount transferred to the school under clause (i) shall be reduced by an amount equal to 75 percent of the amount of the payment under subsection (b).*

(B) *FINAL PAYMENT. - (i) Except as provided in clauses (ii) and (iii), not later than May 1 of each year, the Mayor shall transfer the remainder of the annual payment for a public charter school in the same manner as the initial payment was made under subparagraph (A).*

(ii) *ADJUSTMENT FOR ENROLLMENT. - Not later than March 15 of each year, if the enrollment number of a public charter school has changed from the number reported to the Mayor and the Board of Education, as required under section 2402(a), the Mayor shall increase the payment in an amount equal to 50 percent of the amount provided for each student who has enrolled in such school in excess of such enrollment number, or shall reduce the payment in an amount equal to 50 percent of the amount provided for each student who has withdrawn or dropped out of such school below such enrollment number.*

(iii) *REDUCTION IN CASE OF NEW SCHOOL. - In the case of a public charter school that has received a payment under subsection (b) in the fiscal year immediately preceding the fiscal year in which a transfer under clause (i) is made, the amount transferred to the school under clause (i) shall be reduced by an amount equal to 25 percent of the amount of the payment under subsection (b).*

(b) *PAYMENTS TO NEW SCHOOLS. - (3)(A) IN GENERAL. - Not later than June 1, 1998, and not later than June 1 of each year thereafter, the Chief Financial Officer of the District of Columbia shall pay from the New Charter School Fund, to each public charter school described in paragraph (5), an amount equal to 25 percent of the amount yielded by multiplying the uniform dollar amount used in the formula established under section 2401(b) by the total anticipated enrollment as set forth in the petition to establish the public charter school.*

Section XVIII: REVOCATION

A. Charter or Law Violations; Failure to Meet Goals (*School Reform Act, §2213*)

- (1) In general subject to paragraph (2), the Board, as an eligible chartering authority that has granted a charter to a public charter school, may revoke the charter if the Board determines that the school --
- (A) committed a violation of applicable laws or a material violation of the condition, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities; or
- (B) failed to meet the goals and student academic achievement expectations as set forth in the charter.
- (2) SPECIAL RULE -- an eligible chartering authority may not revoke a charter under paragraph (1)(B) except pursuant to a determination made through a review conducted under section 2212(a)(3)(B).

B. Fiscal Mismanagement (*School Reform Act, §2213*)

The Board as the eligible chartering authority shall revoke the charter of a school to which it has granted a charter if the Board determines that the school --

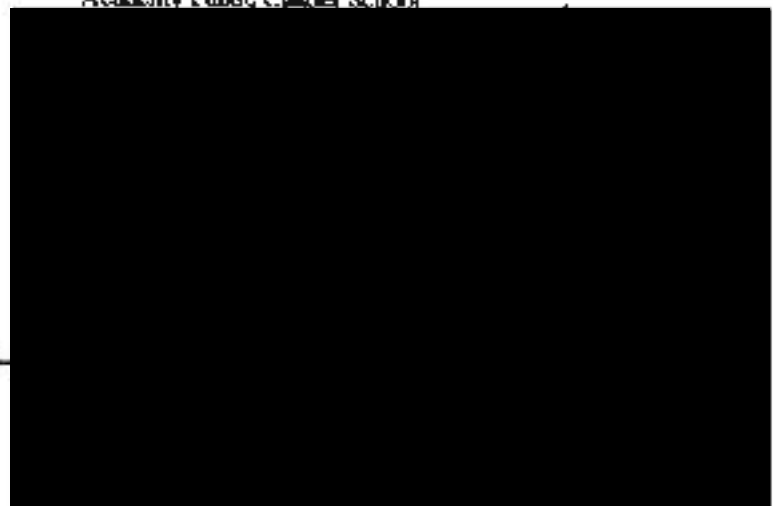
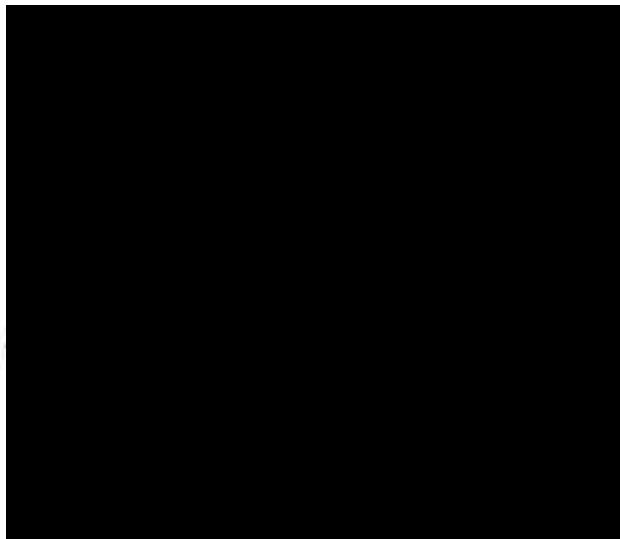
- (1) has engaged in a pattern of nonadherence to generally accepted accounting principles;
- (2) has engaged in a pattern of fiscal mismanagement; or
- (3) is no longer economically viable.

C. Revocation procedures shall adhere to the *School Reform Act, §2213*.

Signed this 1st day of July, 1998.

District of Columbia Board of Education

Trustees of the Integrated Design Electronics
Academy Public Charter School



Appendix B



**Integrated Design and Electronics Academy PCS (IDEA)
August 15, 2012 Report to PCSB**

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Appendix C	Course Offerings Manual
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I. Staffing

The IDEA Board and Restructuring Team are pleased to announce the leadership of IDEA as of August 15, 2012.

Executive Director: John Goldman started July 30, 2012 as Executive Director of IDEA-PCS. John is the former executive director and chief operations officer of William E. Doar Jr. Public Charter School, and brings a wealth of experience in charter school finances and operations, having led the effort to dramatically improve WEDJ's financial position and operations. Under John's leadership, WEDJ met all of the conditions set by PCSB and a conditional continuance was removed placing the school in good standing with the authorizer. See resume in APPENDIX A

Head of Academics: Alcine Mumby started July 16, 2012 as Head of Academics. Alcine was the founding Principal of Envision Academy of Arts & Technology in Oakland, CA; a house leader at Fannie Lou Hamer Freedom high school in the Bronx; and a teacher for more than a decade. She has a Master's in School Administration (with a concentration in curriculum & instruction) from Stanford University. She most recently served as Dean of Students at DC Prep in Washington, DC and before that at Atlanta Charter Middle School in Atlanta, Georgia.

IDEA has interviewed three solid candidates for the Head of School Culture position. No candidates, however, have been deemed appropriate for hire. A new Dean of Students, Justin Rydstrom, started in August. Justin brings three years of experience as Dean of Students, most recently at DC Prep. He was also a former Thurgood Marshall Academy teacher. As the school continues a search for a Head of School Culture, Justin will report to Alcine (who has significant school culture experience as a former principal and dean of students) and will oversee discipline and attendance. John Goldman will handle student enrollment directly due to its critical impact on the budget. Ultimately, the Head of School Culture will oversee these responsibilities.

All positions except one special education position have been filled. The final special education teacher is set to sign her contract before August 17.

II. Governance

A. Governance Committees

At the April 14th board retreat, the IDEA board decided on the following committee structure: Executive Committee, Academic Committee, Governance Committee, and Finance Committee. Due to the change in board makeup, with some veteran members leaving the board, the board decided to wait for their August 25th retreat to conduct an official vote on committee chairs and member assignments. In the interim, select members with relevant expertise were assigned (unofficially) to head up the committees: David Owens – Executive Committee, Keith Stephenson – Academic Committee, Garrett Rush – Finance Committee, and Joanne Fort and Calvin Snowden – Governance Committee. As described in the May 15 audit, the board has been actively involved in the restructuring effort, by-law review, mission review, leadership and human resource issues, budget development, and academic plan development. A formal vote for committee chairs and membership will take place on August 25th.

B. Academic Action Plan

The Head of Academics has developed an academic action plan in response to the most recent DC CAS results. The attached plan was developed with input from TenSquare restructuring team consultants. The plan will be reviewed by Dr. Keith Stephenson, who heads the Academic committee of the board, and will be discussed in depth at the August 25th board retreat. The board will receive regular updates from leadership and monitor progress throughout the year. Please see APPENDIX B for the draft academic action plan.

C. Board Approved Policies for Operation

As stated above, the Executive Director started on July 30, 2012. In order to give him adequate time to create and finalize all policies, including but not limited to inclement weather, school closing, grading and internet usage, the board will review and approve all policies at the August 25 board retreat. These policies and more are incorporated into revised versions of the Employee Handbook, Student Handbook and Finance Policy Manual. Copies of these materials will be made available to PCSB after the board approves them.

III. School Academic Plan

A. Course Offerings Manual

A final course offerings manual is provided in APPENDIX C.

B. SY 2012-2013 Master Schedule

A final master schedule can be found in APPENDIX D

C. Resources for Core Academic Subjects

Textbooks have been inventoried and are listed in the course catalog. IDEA has new textbooks where the Restructuring Team audit revealed that books were inadequate. Teachers, who started the school year on August 13, are assessing subject specific materials that will be needed and will submit requisition for materials by August 17.

D. Interim and Summative Assessments for Academic Subjects

IDEA is using interim assessments for English and Math created by ScanTron Achievement Series. These assessments are aligned to Common Core standards and will mimic DC CAS format. IDEA plans to assess the rigor of these tests, checking that they include both fiction and informational texts, and that they ask students to synthesize, analyze, and make inferences. If needed, questions will be revised to ask higher order thinking questions or address the complexities in the common core standards.

All IDEA students in grades 7-12 will be assessed in Reading and Math at least four times throughout the school year using Renaissance Learning Assessments, which are computer-based, adaptive, and aligned to common core standards.

Summative assessments are being developed and fine-tuned by content leaders under the direction of the Head of Academics. Teachers will formulate summative assessments based on DC CAS format, by using multiple choice questions, open response questions, common test question stems and key vocabulary so that students become familiar with the format of DC CAS tests. Content team meetings three times a month will ensure time for teachers to develop and revise these assessments.

IV. Finance – Approved Budget

See APPENDIX E for the June 1 board-approved budget submitted to PCSB.

John Goldman

1415 Rhode Island Ave NW #302, Washington, DC, 20005 * (202) 258-3529 * johngoldman@gmail.com

Professional Profile

Seasoned charter school, financial and managerial professional with proven experience in affecting positive change, bottom line results and influencing organizational tone. Creative, hands-on manager leading efforts in finance, operational efficiencies and cost-cutting. Proven creator of value through deal and capital structure, revenue generation, marketing and cost savings.

Core Competencies

- Executive leadership of charter school operations across multiple campuses.
- Turn-around specialist: recognizing and eliminating waste, creating organizational structures, hiring and training of key staff, introducing management policies and developing control environment.
- Exceptional regulatory management (DC Public Charter School Board).
- Critical decision-making and leadership across scenarios including periods of growth, restructuring and start-up.
- Recognizing cost-cutting opportunities and developing and implementing plans to realize savings.
- Management of highly complex legal structures and transactions spanning business lines, sectors, capital markets, project profiles, ownership structures and product types.
- Managing and advising on all facets of complex real estate developments, including planning, entitlements, design, construction, financing and disposition for the commercial, mixed-use, multi-family and residential sectors.
- Exceptional Board and stakeholder management.
- Able to manage conflicting priorities, navigate uncertainty and identify successful approaches both strategically and tactically.
- Business and strategic planning, due diligence, market studies and analysis.
- Exceptional networking capabilities and inter-personal skills.
- Translation of new relationships into new or expanded business opportunities.
- Experience with outside auditors including A-133 Audit for organizations receiving over \$500,000 in government funding.

Professional Experience

William E. Doar Jr., Public Charter School, Washington, DC

Executive Director, July 2011 - Current

Chief Financial Officer / Chief Operating Officer, April 2009 – June 2011

- Serves as chief executive leading all aspects of school function.
- Reports directly to Board of Trustees. Primary liaison with Board Treasurer, Finance Committee Chair, Audit Committee Chair and other committee members. Primary point of contact with creditors, landlords, regulators and other stakeholders.
- Serves as top financial and operations executive with a budgets ranging from \$7,000,000 to \$11,000,000, up to 130 employees and three unique campus locations. Managed all

John Goldman

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functions of finance, accounting, auditing, budgeting, reporting, compliance, operations, IT, HR, and facilities as well as numerous outside contractors.

- Expertly manages cash flow of up to \$1,100,000 monthly.
- Leads IT strategic and operational planning, implementation of systems across the organization.
- Reviews and approves all contracts, leases, and other agreements working with Board and outside counsel.
- Responsible for extensive regulatory compliance, reporting and monitoring.

Accomplishments include:

- o Obtained unanimous vote by PCSB to lift Conditional Continuance and grant full charter extension in May, 2012.
- o Secured favorable Program Development Review (PDR) from DC PCSB.
- o Successfully renegotiated lease saving \$600,000.
- o Renegotiated \$2,600,000 of outstanding debt across multiple lenders.
- o Restructured program offerings.
- o Formed critical partnerships with key institutions.
- o Increased YOY net operating income by 1,400% in FY11.
- o Increased cash flow from operations by 97% in FY 11.
- o Secured \$3,000,000 in grant revenue over three years.
- o Obtained unqualified audit in first full year after prior year's qualified opinion.
- o Reduced material weaknesses identified in previous audits from seven to none.
- o Resolved significant accounting and governance issues regarding financial statements, internal controls, and regulatory compliance.
- o Managed organization through period of downsizing and restructuring.
- o Negotiated lease extensions, debt modification, inter-creditor agreement, and forbearances.
- o Reduced outstanding liabilities.
- o Reduced AP and AR aging.
- o Created and funded organization's first reserve account.
- o Hired, trained and managed several new staff in critical positions.
- o Implemented zero-based budgeting approach.
- o Created and implemented strategic goals across organization to increase efficiency and utility of limited financial resources.
- o Managed development of new website, branding and marketing materials.
- o Implemented updated IT hardware, improved connectivity across locations, updated HR information systems, and deployed new email, file sharing and contact management systems.
- o Oversaw facilities expansion.
- o Created first ever library.

Brookside Communities, LLC, Washington, DC

Director, Commercial Development, Finance and Marketing, 2007 – 2009

- Managed all aspects of an in-process 500,000 square foot Town Center development which included more than 20 different consultants including civil engineers, zoning attorneys, land

John Goldman

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planners, architects, brokers, builders, investors, bankers, transportation consultants, wetlands specialists, historic preservationists and others.

- Managed \$50 million loan portfolio across multiple legal entities, multiple lenders and complex ownership structures of \$120,000,000 real estate development project.
- Assessed new opportunities from holistic perspective including deep multi-variable analysis, market studies, cost studies, and capital market assessments. Ultimately made recommendations to senior management and various ownership entities.
- Wrote multiple business plans and other long-term strategy documents including one for acquisition / merger of highly complex multi-jurisdictional, multi-stake holder, multi-use, public / private real estate development with a potential value of over \$500,000,000.
- Rebranded and upgraded information technology systems and sales/marketing techniques increasing lead generation by over 1,000%.
- Transformed a 20 year-old development using the latest green technologies, including drafting long-range strategic plan for implementation of sustainable technologies.

3DG – District Design Development Group, LLC, Washington, DC

Founding Partner, Managing Director, 2003 – 2007

- Developed several real estate projects throughout the Washington, DC Metro Area including mixed-use, commercial, retail, and residential. Operated a brokerage division which transacted over \$50 million of commercial and residential real estate deals.
- Created and delivered offer to the District of Columbia for a \$50 million multi-use project. Sourced financing, created and led team consisting of international multi-billion dollar publicly traded company, a local school, a 3DG portfolio company and outside consultants.
- Founder of holding company consisting of multiple businesses across different business lines. Managed each in an advisory capacity, creating long-term strategies for financial management, marketing and business development. Provided 3rd party consulting to various businesses outside of core portfolio.
- Analyzed over 100 different investment opportunities including various real estate investments, multi-use commercial and residential projects, architectural business lines, construction companies, property management, charter schools and operations, and others for clients and own accounts.
- Developed proprietary multi-variable financial models for asset valuation which included, but were not limited to, discounted cash flow analysis, internal rates of return, return on equity, equity multiples, return on cost, and sensitivity analyses covering various types of assets, projects, products or business lines.
- Wrote multiple cross-industry business plans including market studies, competitive analysis, cash flow projections, growth expectations, risk analysis, step-by-step execution plans, initial start-up capital and break even point analysis.

Darby Overseas Investments, LLP, Washington, DC

Associate, Fixed Income Group, 2001 – 2002

Navigant Consulting, Inc. Washington, D.C.

Associate, Litigation Consulting Group, 1998 – 2001

John Goldman

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Education

Georgetown University, Washington, DC

Edmund A. Walsh School of Foreign Service:

Masters of Arts, Latin American Studies

Robert Emmett McDonough School of Business:

Honors Certificate, International Business and Diplomacy

George Mason University, Fairfax, Virginia

Bachelors of Arts, Economics

Dean's List for six consecutive semesters

Board Memberships, Licenses, Affiliations

- Member, Board of Trustees, District of Columbia Association of Public Charter Schools (DCAPCS).
- Former Chairman, Board of Trustees, One Common Unity, a Washington, DC based 501(c)(3).
- Former Member USGBC, DCBIA, NAR, AIA, IIDA
- Former Licensed Security Broker with FINRA Series 22

Integrated Design & Electronics Academy
Public Charter School

Home of the Timberwolves



Course Catalog
2012-2013

Message from the Principal

Dear Student:

Welcome to the Integrated Design & Electronics Academy Public Charter School (IDEA PCS), home of the Timberwolves! We are excited for you to be among our student population and will strive to provide the best preparation possible for your future. Our curriculum is designed to help every student satisfy the academic, leadership and technology requirements to earn a high school diploma from the District of Columbia.

This catalogue will provide you with a detailed description of all courses that IDEA Public Charter School offers to help you develop academic preparation for college, leadership skills through JROTC and career and technology skills. In addition, information about graduation requirements and scheduling procedures are included. It is important to note that *not all courses listed here are offered each semester*. Some courses may not be offered due to student sign-ups, resources available, and/or teacher availability.

The listing of a course under a particular subject heading indicates the course qualifies for meeting subject area requirements for graduation. In rare cases, courses are listed under more than one subject area. These are called course equivalent courses and can be used to meet the graduation requirement in each subject area. Prerequisites are listed to ensure students have the appropriate level of skills when they enter the class. Classes with prerequisites are generally part of a sequence of courses. It is important to review the prerequisites because students who do not have the necessary qualifications will not be permitted to enroll in the class.

Much success to you in your academic pursuits at IDEA Public Charter School.

Alcine Mumby
Head of Academics

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Graduation Requirements

Required Courses	Carnegie Units
English I, II, III, IV One English course per school year	4
Mathematics Including Algebra I, Geometry, Algebra II	4
Science Including 3 lab sciences	4
World History Including World History I & World History II	2
US History	1
U.S Government	0.5
D.C History	0.5
Foreign Language Must be the same language	2
Electives Including 2.0 of JROTC; 0.5 of technology	3.5
Health & Physical Education	1.5
Art	0.5
Music	0.5
TOTAL CARNEGIE UNITS	24
Community Service Hours	100

Grading Scale

Letter Grade	GPA Points	Numeric Equivalent
A+	4.3	97-100
A	4.0	93-96
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76

C-	1.7	70-72
F	0	0-69

Transfer Grade Policy

Students who transfer into IDEA Public Charter School will undergo a transcript review of previous credits and grades earned at the prior school(s). Grades will be transferred into IDEA Public Charter School as given at the sending school(s). IDEA Public Charter School will accept letter grades of “Ds” from sending school(s) so long as the school awards the student Carnegie credit for the course.

Attendance Policy

Student attendance is vital to a student's successful completion of a course and students are only allowed to make up assignments with an excused absence. In order for an absence to be considered excused, a note must be brought to the front office within 3 days of the absence. It is the responsibility of the student to collect make up work and complete it by the teacher's assigned deadline.

Students who are absent unexcused from a class for five (5) or more class periods per advisory will receive a failing grade or “F” for the advisory due to a loss of credit. Students may appeal a loss of credit each quarter. All appeals must be submitted within five (5) school days of the date of report card issue to the Head of Academics. Failure to submit an appeal will result in a loss of credit.

Schedule Changes

Students will be able to submit requests to make changes to their schedules during the first two full weeks of September. Students can pick up an Add/Drop Form from the main office before or after school beginning the last Friday of August. All forms must be completed and signed by both student and his/her parent/guardian prior to submission to the registrar. Schedules change requests will be reviewed on an individual basis based on each student's graduation requirements, prior course work and course availability.

Students *must* continue to follow their original schedule until notified by the registrar of their new schedules. Notification of an approved schedule change will be provided to the student in writing in the form of an updated schedule.



Schedule Change Request Form

Student Name: _____ Grade: _____ Date: _____

Please complete this form for all schedule change requests.

Course Enrolled	Class Period	Add or Drop	Reason for change request (see below)

Reason for change

1. Student has previously taken and passed the course
2. Student has not taken prerequisite for the course
3. Student requires course for graduation
4. Other (explain above)

Schedule changes will be reviewed individually based on each student's graduation plan. Schedule changes are not guaranteed.

For guidance department use only

Request ☐ Granted ☐ Denied

_____ Date completed: _____

Registrar Signature

Promotion Policy

DEFINITION: For the purpose of this policy, promotion shall be defined as the advancement of a student from one grade level to a higher grade level. The District of Columbia currently requires 24 Carnegie units for graduation. IDEA Public Charter School (IDEA PCS) students earn Carnegie units in grades 8th-12th.

A passing grade for purposes of this policy means at least a “C-” average for the final grade in a course if the course was taken at IDEA Public Charter School.

A student who fails to meet the requirements for promotion shall be retained at the student’s current grade level. If the student is retained he/she may be referred for assessment and evaluation for special education services.

Students must meet the following criteria to move to the subsequent grade:

	English Credits	Other Credits	Community Service	Total Credits
Grade 9 to 10	English 1	Algebra I <u>AND</u> World History 1 <u>OR</u> Science	25	5
Grade 10 to 11	English 2	Geometry <u>AND</u> World History 2 <u>OR</u> Biology	25	9
Grade 11 to 12	English 3	Algebra II, Spanish I, ROTC 1 <u>AND</u> US History <u>OR</u> Science	25	16
Grade 12 to graduate	English 4	All	100 hours	24

Parental Notification: Prior to October 31st of each school year, parents will be notified in writing of the IDEA PCS promotion policy at the last address given as the family’s residence.

English Department

English I E03

1 Carnegie Unit

Text: McDougal Littell, The Language of Literature and novels: Of Mice and Men, Monster, Nothing but the Truth, To Kill a Mocking Bird, A Raisin in the Sun, Lord of the Flies, and Romeo and Juliet, and other novels to be determined by the teacher.

The English I course combines the study and analysis of multicultural literature (novels, short stories, drama, poetry and bibliographies) with writing and speaking. Students will write expository, narrative, and descriptive compositions, respond to literature and engage in creative writing. The course emphasizes integration of writing, reading, critical thinking, technology and oral communication skills to produce highly competent, enthusiastic learners. Students will be able to develop team and social skills in order to connect the course themes to life outside of school.

Perquisite: *Successful completion of English 8.*

English I Honors E09H

1 Carnegie Unit

Text: McDougal Littell, The Language of Literature and novels: Of Mice and Men, Monster, Nothing but the Truth, To Kill a Mocking Bird, A Raisin in the Sun, Lord of the Flies, Romeo and Juliet, Grapes of Wrath, Fahrenheit 451, and other novels to be determined by the teacher.

English I Honors is focused on advanced level mastery of reading and writing. The course will give students access to a variety of classic and modern literature while emphasizing connections to other disciplines. Students will write extended essays, literary critiques, and research papers in preparation for Advanced Placement courses.

Prerequisites: *Successful completion of English 8 and/or recommendation by previous English teacher.*

English II E04

1 Carnegie Unit

Text: McDougal Littell – World Literature and novels: Night, Fahrenheit 451, Things Fall Apart, Antigone, The Kite Runner, Hiroshima, Fathers and Sons, The Good Earth, Julius Caesar, and other novels to be determined by the teacher. (check on books)

English II combines the study and analysis of world literature (novels, short stories, drama, poetry, and bibliographies) with writing and speaking. Students will read, discuss and write about drama, poetry, novels, and short stories from around the world. Writing products will include structured paragraphs, short compositions, responses to literature, poems, letters, narratives, a writing portfolio and at least one research project.

Prerequisites: *Successful completion of English I.*

English II Honors E04H

1 Carnegie Unit

Text: McDougal Littell –World Literature and Novels: Night, Fahrenheit 451, Things Fall Apart, The Kite Runner, Hiroshima, Antigone, Fathers and Sons, The Good Earth, Julius Caesar, Crime and Punishment, Chronicle of a Death Foretold, Bless Me Ultima, and other novels to be determined by the teacher.

English Honors II builds upon the content covered in English Honors I and focusing on close reading of poetry, novels, plays, stories, and essays, both classical and modern. Particular emphasis is placed upon the investigation of symbolism, alternative writing styles, and the development of the modern novel. This course includes instruction in both theoretical devices and concepts needed for writing close literary analysis. Students in this course can expect a significantly greater number of reading and writing assignments.

Prerequisites: *Successful completion of English I and/or recommendation by previous English teacher.*

English III E05

1 Carnegie Unit

Text: McDougall Littell – The Language of Literature, American Literature and novels: Joe Turner’s Come and Gone, Othello, The Crucible and the narrative of the Life of Frederick Douglass, Scarlett Letter, The Souls of Black Folk, The Great Gatsby, Their Eyes Were Watching God and other novels to be determined by the teacher.

This year long English Language course combines the study and analysis of American and multicultural literature with an emphasis on American and contemporary literature. The students will write narrative, expository and descriptive compositions. Students will use critical thinking and technology to expand written and oral communication skills. Students will develop their individual “point of view” and complete one research paper.

Prerequisites: *Successful completion of English I and English II.*

English IV E06

1 Carnegie Unit

Text: McDougall Littell – The Language of Literature, British Literature and novels: A Tale of Two Cities, Macbeth, 1984, Christmas Carol, Taming of the Shrew, Frankenstein, Canterbury Tales, Dante’s Inferno and The Metamorphosis and other novels to be determined by the teacher.

British Literature is a senior level English course which exposes students to many forms of literature including short stories, novels, and a variety of poems. Students read *Beowulf*, a Shakespearean play among other classical British literature. Student writing focuses on the theme of change as they respond to literature and the world in which they live. Students produce persuasive essays, literary analysis papers, and a research paper. Students participate in formal class discussions, Socratic seminars and collaborate on major projects to forge a community within the class.

Prerequisites: *Successful completion of English I, English II, and English III.*

Mathematics

Algebra I M21

1 Carnegie Unit

Text: Bellman, Allan, Sadie Bragg, and Randall Charles. *Algebra I*. Prentice Hall, 2004.

Algebra is a comprehensive course of Mathematics in which students build an understanding of real numbers by using symbolic, graphic, and numeric representations as they solve equations and inequalities. Students use tables, graphs, verbal rules, and symbolic rules to describe linear, quadratic, and exponential functions. Students choose the best model for data. The course covers tools for Algebra, equations, inequalities, proportions, graphs and functions, linear equation and their graphs, systems of equations and inequalities, exponents, polynomials, and quadratic equations. Emphasis is placed on reviewing mathematical concepts required for success in upper math classes including whole numbers, fractions, decimals, ratios, and proportions. **Prerequisites:** *Successful completion of 8th grade*

Algebra II M41

1 Carnegie Unit

Text: Bellman, Allan, Sadie Bragg, Randall Charles, William Handlin, and Dan Kennedy. *Algebra 2*. Prentice Hall, 2004.

Algebra II is a comprehensive course of mathematics where students build an understanding of real numbers by using graphical, numeric, and algebraic methods to solve equalities and inequalities. Students work with rational and radical expressions, equations and functions to build a wide base of experience with rational and irrational numbers, as well as matrices. Students use table, graphs, and symbolic rules to describe linear, quadratic, logarithmic, and exponential functions. Students solve problems requiring them to model data and apply solutions to real life situations. Rate of change is studied through direct variation, linear equations, arithmetic sequences, and geometric sequences. Students gain experience writing sequences and summation and evaluating finite series. Probability topics will be explored through mean, median, mode, standard deviation, and conditional probability. Students will develop combinatorial methods for choosing the number of possible subsets from a set with n elements.

Prerequisites: *Successful completion of Algebra I.*

Business Math M03

1 Carnegie Unit

Text: *TBD*

This course is a comprehensive review and study of arithmetic skills that apply to both personal and vocational business opportunities. Topics include whole numbers, fractions, percentages, basic statistics, and graphs. Practical applications in finance, taxes, budgeting, banking and home ownership are provided. **Prerequisites:** *None (Students may enroll in this course concurrently with Algebra I, Geometry, Algebra II, Pre Calculus or Calculus)*

Geometry M31

1 Carnegie Unit

Text: *Geometry*. R. Larson, L. Boswell, T. Kanold, L. Stiff. McDougal Littell, 2007.

Geometry is the second year in a three year math sequence. This course emphasizes logic and problem solving. The course explores properties of angles, parallel and perpendicular lines, polygons, and right triangles. Students are introduced to informal proofs and use the proofs to defend their thinking. Students review their Algebra skills by integrating equation solving and graphing with their new geometric knowledge.

Prerequisites: *Successful completion of Algebra I.*

Pre-Calculus M51

1 Carnegie Unit

Text: *Precalculus*. T. Hungerford, I. Jovell, B. Mayberry. Holt, Rinehart and Winston, 2007.

Pre-calculus is an advanced course in the college preparation sequence and introduces the important non-linear functions and emphasizes their graphs. Students begin by studying higher order polynomials and learn how to factor, divide, and evaluate roots of third and fourth order functions. Students complete the study of polynomials by learning to sketch and identify the graphs of polynomial functions up to degree four. The course then transitions into a study of rational functions with emphasis on domain, continuity, asymptotes, and end time behavior. Students learn to graph rational functions and predict the behavior of their graphs. The course then introduces exponential and logarithmic functions. Students learn to transform their parent functions and recognize when certain models are appropriate for real life problems. The course emphasizes real-world applications of exponential functions, including compound interest, population growth, and radioactive decay. Students learn to simplify and solve logarithmic and exponential equations. Students learn how to calculate angles and rotations in radians, how to read and calculate values of trigonometric functions using the unit circle, and how to sketch the graphs of sine, cosine, and tangent. Students learn to transform the trigonometric functions from their parent functions and create trigonometric models. The course concludes with a study of the applications and theorems of trigonometry. Students learn the Pythagorean identities and use them to prove basic trigonometric identities. Students learn to use the Law of Sines, Law of Cosines, and inverse trigonometric functions to solve equations.

Prerequisites: *Successful completion of Algebra I, Geometry and Algebra II.*

Science

Anatomy S35

1.0 Carnegie Units

Text: *Essentials of Anatomy & Physiology* (5th Edition). Martini, P. F., & Bartholomew, M. E. (2010). San Francisco, CA: Pearson Education, Inc. and other supplemental materials

This year course will introduce students to the structure and functions of the human body. The ten systems of the body will be covered along with how the human body responds to several diseases and disorders. Students will engage in laboratory investigations, group research, presentations, and computer simulations and use models to student the human body.

Prerequisites: *None*

Biology S21

1 Carnegie Unit

Text: *Biology*. Stephen Nowicki, P. (2008). McDougal Littell.

Biology is the study of life and in this laboratory course, students create models and participate in activities to explain real-world phenomena. Throughout the year, students study ecology, cell biology, genetics, evolution, comparative anatomy, and law through a variety of assignments and projects to reinforce the ideas, concepts, and skills learned in class. To prepare students for the rigor of a college laboratory science, students also complete laboratories and/or dissections in every unit. The lab permits students to see firsthand how biology works in everyday life and to further explain the topics being discussed. Laboratories and extension activities are important to the application of the biology material being discussed in class.

Prerequisites: *None*

Chemistry S31

1 Carnegie Unit

Text: *Chemistry Visualizing Matter* (Technology Edition ed.). Myers, P. R., Oldham, P. K., & Tocci, S. (2000). Austin: Holt, Rinehart, and Winston.

Chemistry is a laboratory science, which allows for students to bring the text to life. Students utilize the scientific method to test hypotheses, make predictions, create models, and practice skills necessary for successful scientific inquiry. Students engage in a number of laboratories throughout the course. These laboratories are assessed through lab reports and practical exams. The lab reports reinforce the scientific method in each topic covered throughout the course. The work done in the chemistry lab further prepares the students for their lab sciences in college. The skills used in the labs include maintaining laboratory safety, using scientific instruments and equipment, measuring volume, and applying math skills to solve numeric equations. The chemistry course also allows students to enhance their mathematical and literacy skills. Students integrate the mathematical concepts with literacy through math communication and expressing their numeric findings by writing basic scientific literature. Literacy is also enhanced through reading the text and relevant scientific literature, as well as through the written laboratory reports.

Prerequisites: *none*

Earth and Space Science S30

1 Carnegie Unit

Text: *Earth Science*. Spaulding, N. & Namowitz, S. Evanston, IL: McDougall Littell

Earth and Space Science is an introductory science course. The purposes of the course are for students to be able to understand how Earth and Space Science applies to the world around them and explore the concepts of Earth and Space Science through text, laboratories, benchmark assessments, and projects. Students engage in off-site field trip activities to supplement course content. Earth and Space Science consists of four major sciences: oceanography (the study of the ocean), geology (the study of rocks and minerals), astronomy (the study of outer space), and meteorology (the study of weather and climate).

Prerequisites: *None*

Environmental Science S03

1 Carnegie Unit

Text: *Environmental Science*. Karen Arms, P. J. (2008). Savannah, GA: Holt, Rinehart and Winston.
Karen Arms, P. J. (2008).

This year long course takes a scientific approach to the study of environmental issues and includes aspects of biology, chemistry, physics, geology, public policy and other fields. Students will analyze the global environment and establish the primary environmental problems facing the world today. Students also evaluate the scientific method and look for sustainable solutions; examine different kinds of ecosystems and look at the relationships between organisms and their habitats. Students are equally responsible for class participation, taking notes, performing lab experiments, writing lab reports and maintaining lab notebooks.

Prerequisites: *None*

Social Studies

DC History H21

0.5 Carnegie Unit

Text: *City of Magnificent Intentions: A History of Washington, DC*. Melder, K. Intac, Inc.: 1998.

This course will examine the early and contemporary history of the nation's capital and the struggle to obtain full voting rights for its residents. This course will also explore how Washington evolved from its early settlement on the Potomac to a city that has grappled with issues such as race relations, federal versus district control, economic problems, and historical wars. The history of the District of Columbia presents an opportunity to study prominent Washingtonians and the contributions they have made to the city and the nation.

Prerequisites: None

U.S. Government R03

0.5 Carnegie Unit

Text: *United States Government: Principles in Practice*. Fraga, L. R. Holt McDougal: 2010

This course will provide students with knowledge of United States Government that will enable them to participate effectively in civic life in America. Students will examine fundamental constitutional principles; the organization of government at the federal and local level; the rights and responsibilities of citizenship; the policy-making process; political parties and elections; comparative government and foreign policy; and the American economic system.

Prerequisites: None.

US History: Industrial America to Present H48

1 Carnegie Unit

Text: *American Nation: In the Modern Era*. Boyer and Stuckey. Holt: 2003 and supplemental material

US History is a year-long course that investigates the development of the United States, beginning with the Industrial Revolution and culminating with an analysis of the role of the United States in the world today. The course urges students to think like historians in an effort to understand that history depends on those who write it. Students learn to analyze many events throughout history from a variety of perspectives to uncover diverse perspectives throughout the history of our country. Keeping these diverse perspectives in mind, students gain knowledge of how the country was formed and how key people, places, and events have shaped the country (and consequently our lives) today. Students leave US History with the ability to analyze primary source documents and other academic work, conduct original research in order to write a research paper, interpret graphs, data, and maps, and work on debate and discussion skills.

Prerequisites: None

World History I: Middle Ages to the Age of Revolution H32

1 Carnegie Unit

Text: *World History: The Human Journey*. Rinehart and Winston. Holt. 2003.

World History I is an introductory course to the study of world history from the Middle Ages to the Great Revolutions. The purpose of the course is to have students uncover the history of the world and how it impacts them and their communities today. It is designed to expose students to the common themes which bind human culture across the globe. By the end of the course students should be able to: clearly identify causal relationships, comprehend historical contribution of particular civilizations, discuss whether an historic event is rare or reasonably likely to reoccur, explain how geography affects the way people interact, and argue a point from evidence/data produced through research.

Prerequisites: *None*

World History II: Industrial Revolution to the Modern World H33

1 Carnegie Unit

Text: *World History: The Human Journey*. Rinehart and Winston. Holt. 2003.

World History II is a continuation of course content learned in World History I. This course focuses on select historical eras and eight global themes: adaptation to the environment, patterns of human population and migration, development and diffusion of technology, communication exchange, belief systems, conflict, social structure, and political legitimacy and authority. The goal of this course is to provide students with a better understanding of humanity's shared values and unique differences, in order to produce tolerant and well-informed citizens.

Prerequisites: *None*

Technology

A+ Certification V61

1 Carnegie Unit

Text: Various industry manuals

This industry certification course will provide the student with the skills to become a computer technician. During the course of the year students will learn common computer terminology; understand the function of the motherboard; learn the function of the components that attach to the motherboard; learn the binary and hexadecimal numbering system; troubleshooting common PC problems; assembling and disassembling PC systems; loading operating systems; understanding the difference between firmware and software; understand processors; understand memory; understand the channels that carry data between components; understand printers and discuss networking and security.

Prerequisites: *Successful completion of Introduction to Information Technology*

AutoCAD I T37

1 Carnegie Unit

Text: Various industry manuals

This course provides resources for an introductory course in engineering design. The course reviews design principles, creating sketches using pencil and paper and AutoCAD®, solid modeling using Autodesk® Inventor Professional and visualization using Autodesk® VIZ.

Prerequisites: *Successful completion of Introduction to Information Technology*

AutoCAD II T38

1 Carnegie Unit

Text: Various industry manuals

This course provides resources for an introductory course in architectural design. The course reviews design principles, creating sketches using pencil and paper and AutoCAD 2008, architectural design using AutoCAD Architecture and Revit Architecture.

Prerequisites: *Successful completion of Introduction to Information Technology and AutoCAD I.*

Digital Video and Web Design X84

1 Carnegie Unit

Text: Various industry manuals

Digital Video Production provides a hands-on introduction to digital video production. It guides students through all phases of digital video production, from planning, executing, and managing a video shoot to editing footage. Students explore methods of sharing and broadcasting digital videos, including platform versions, CDs/DVDs, and web delivery. They also learn about publicizing a digital video, using techniques such as search engines to direct viewers to the production. Web Design is a hands-on introduction to designing, building, and launching Web sites. Students learn about Web development including HTML coding, usability, design, and Web-based publishing tools. Students determine business

requirements, gather Web content, create Web pages, conduct usability testing, launch their Web sites, and plan how to attract traffic. Finally, students take a look at various career opportunities in Web design

Prerequisites: none

Drafting I T35

1 Carnegie Unit

Text: Various industry manuals

Drafting I prepares individuals to apply technical knowledge and skills as each relates to gathering and translating of data or specifications including basic aspects of planning, preparing and interpreting mechanical, architectural, structural, civil, electrical/electronic, topographical and other drawings and sketches used in various engineering fields. Instruction is designed to provide experiences in drawing and CAD; the use of reproduction materials, equipment and processes; the preparation of reports and data sheets for writing specifications; the development of plan and process charts indicating dimensions, tolerances and other engineering data; the development of models; and drafting multiple view assembly and sub-assembly drawings as required for manufacture, construction and repair of mechanisms.

Prerequisites: none.

Introduction to Computers/Computer Applications

0.5 Carnegie Unit

Text: Handouts

This course is designed as an introductory course in the use of computers as a productivity and communication tool. Students develop basic skills in word processing and Internet researching. Students learn the basics of Microsoft Office (Word, Excel, and PowerPoint) applications to enhance computer literacy. This course integrates computer history, basic components of a PC, ethical, legal, and professional uses of computers, and appropriate internet usage and safety. This course is designed to equip students with basic computer literacy and an understanding of technology to ensure they can compete in today's technology driven world. **Prerequisite: None**

Introduction to Information Technology V50

1 Carnegie Unit

Text: Electronic Field Trip, Technology Shaping Our World, Computer Service and Repair, How Computers Work and Network+

This course will introduce students to computer hardware, basic business technology, basic electronics, basic web page design, CAD, A+ & Network+ as well as any state of the art IT. The course will provide both hands on as well as theory for each module. Upon successful completion of this course, the cadets will have a working knowledge of IT, and be ready to choose a certification track.

Prerequisites: None

Principles of Technology V53

1 Carnegie Unit

Text: Various industry manuals

This course provides an overview of information technology and introduces students to the basics of hardware and software. Students examine hardware components including peripherals, connectors, and

memory. Students explore common operating systems, software applications, and programming languages. Students learn about types of networks and network topology, and they set up an email client/server connect. ***Prerequisites: None***

Art and Music

Art Appreciation A05

0.5 Carnegie Unit

Text: Glencoe – Exploring Art

Students in Introduction to Art I learn the skills and concepts necessary to transform ideas into visual art. The elements and principles of art explored include line, space, shape, form, texture, rhythm, balance, composition, and color. Students develop an art vocabulary through discussing and writing about art and artists. Students expand their creativity by finding multiple solutions to visual “problems,” exploring new materials and techniques, and challenging their assumptions about art and culture.

Prerequisites: None

Music I U17

0.5 Carnegie Unit

Text: various teacher produced materials

This semester course presents a detailed study of historical development of music from primitive man to contemporary times. Important stylistic characteristics of each historical period relating to the major historical or musical events, and the lives and works of the major composers will be identified and analyzed by the student.

Prerequisites: None.

Junior Reserve Officer Training Corp (JROTC)

Leadership, Education and Training (LET)

JROTC I (LET I) R01

1 Carnegie Unit

Text: Army JROTC Leadership Education and Training (LET I Core Text)

This year long course co-mingles leadership/character development, basic physical fitness and citizenship. Students are taught leadership principles, values and attributes, physical fitness, life skills and basic first aid. Students receive an overview of geography and the globe; the US Constitution, the Bill of Rights, responsibilities of US citizens and the federal justice system.

Prerequisites: *None*

JROTC 2 (LET II) R02

1 Carnegie Unit

Text: Army JROTC Leadership Education and Training (LET 2 Core Text)

This year long course commingles intermediate leadership/character development, intermediate life skills (health), geography and government. Emphasis is placed on community projects in drug prevention efforts, dietary guidelines and fitness and map-reading skills. The course also involves students in discussions about events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process.

Prerequisites: *Successful completion of JROTC 1 or special permission from instructor.*

JROTC 3 (LET III) R03

1 Carnegie Unit

Text: Army JOTC Leadership Education and Training (LET 3 Core Text)

This year long course allows students to research, identify, plan, and implement service learning projects. Cadets also are exposed to advanced life skills through orienteering and History (US Government). The course includes studies in the federal judicial system and how historical events shaped social systems.

Prerequisites: *Successful completion of JROTC 1& JROTC 2 or special permission from instructor.*

JROTC 4 (LET IV) R04

1 Carnegie Unit

Text: Unit and elective CDs and training materials that are linked and integrated with instruction and 7 multiple editions for JROTC unit texts.

This year long course enables senior cadets to demonstrate their leadership qualities through project management and mentoring. The senior cadets are given the opportunity to demonstrate their knowledge of democracy and freedom and how to influence local governments. Successfully completing at least three units in the JROTC program will qualify students for advanced placement in a college ROTC program or accelerated promotion in the military service.

Prerequisites: Successful completion of JROTC 1, JROTC 2 & JROTC 3 or special permission from instructor

Foreign Language

Spanish I L61

1 Carnegie Unit

Text: McDougal Littell – En Espanol Text and En Espanol Workbook

Spanish I focuses on getting to know one's self and family through the Spanish language as well as introducing the target culture to the source culture and making comparisons between the two. The course covers a range of topics from family, holidays, cultural differences and similarities, Mexican and Puerto Rican rights in the US, Spain, Frida Kahlo, travel, immigration laws, English-Only laws, leisure activities, art, poetry and the self. Students focus on skills that include: conjugating present tense verbs; asking and answering questions in complete sentences; using present progressive; writing in complete, simple sentences; showing subject/verb and subject/adjective agreement; and knowing basic parts of speech and their relationship to each other in Spanish. Students acquire basic skills that allow them to ask for and give information about themselves as well as their surroundings

Prerequisites: None

Spanish II L62

1 Carnegie Unit

Text: McDougall Littell - En Espanol Dos

Spanish II focuses on interacting with the world both realistically and fictionally. The driving question is, "How do parts make up the whole?" Students continue to make distinctions between the target culture and the source culture. Students explore their past, present, and future and how each affects the other. The course covers a range of topics, including: health; travel; immigration laws; Cuba and the embargo; the Buena Vista Social Club; Communism vs. Democracy; Ernesto Che Guevara; Aztec, Maya, and Inca civilizations; and story-telling.

Prerequisites: Successful completion of Spanish I.

Spanish III L63

1 Elective Credit

Text: McDougallLittell - En Espanol, En Espanol Workbook

The third year focuses on the driving essential question, "How does doing my part change the whole?" Students continue to make distinctions between the target culture and the source culture. Students explore topics more in depth and use the Spanish language to develop resolutions to ongoing problems within the community as well as in the world. The course covers a range of topics, including: the environment; architecture; language conflict in the Basque region of Spain; freedom of expression; art in the revolution; and Spanish literature.

Prerequisites: Successful completion of Spanish I & II.

Physical Education and Health

Physical Education I P28

0.5 Carnegie Unit

This semester long course presents a program of developmental fitness exercises, theories of conditioning and training, information on cardiovascular and cardio respiratory efficiency, weight training and performance of selected physical fitness assessment batteries. Emphasis is on neuromuscular skills, speed agility, flexibility, balance, posture and relaxation necessary to improve and or maintain appropriate levels of conditioning for body fitness. Utilization of fitness/wellness equipment, charting progress and demonstration of fitness plan will be required. **Prerequisites: None**

Physical Education II P29

0.5 Carnegie Unit

In this semester long course, theory of body building, strength increase, and overall fitness are addressed from a scientific perspective. These theories are applied to high intensity conditioning programs that are individualized for the student. Students must be highly motivated and dedicated to increasing the level of total fitness.

Prerequisites: Conditioning & Health I

Health

.5 Carnegie Unit

Students in Health review the major divisions of health, including mental, social, nutritional, physical, and sexual health. The purpose of the course is to teach students how the information presented in class transcends to healthy living as young adults and throughout life as well as how to share the information with the community at large. The community health responsibility is taught through the student presentation of a school and community health fair. The students' study of health also enhances their reading, math, and connections to the law, government, and public policy. Students leave the course with a solid foundation in health and wellness and how to apply that knowledge to their daily lives and the community around them.

Prerequisites: None.

ELECTIVES

African American History H81

1 Carnegie Unit

Text: TBD

This course will serve as an overview of the historical, social, political, economic and cultural factors that have helped shape the experience and the history of African-Americans in the United States. This course will provide students with a conceptual framework and asked to analyze and examine the history of people of African descents in the New World and throughout the Diaspora. In this course we will examine several focal points or concepts for people of African descent in the United States. This course will span from Africa to the Americas by focusing on primary resources of Europe, Africa and the Americas; trans-Atlantic and domestic slave trades; American slavery; emancipation; post-emancipation experiences and initiatives; persistence of black nationalism. Special consideration will be given to developing the student's skill to re-examine traditional historical concepts and information from the perspective of the black experience.

Prerequisites: None

Blacks in the Media H38

1 Carnegie Unit

Text: Teacher produced materials

This is a full-year elective course that traces the history of African-Americans through the lens of the media. The course begins with the study of American slavery as it simultaneously explores the depiction of African-Americans in antebellum newspapers and broadsides. We will continue in this manner – surveying the given history concurrent with the media portrayal at that point in history – throughout the course. We will compare and contrast the historical and media portrayals of African-Americans as presented by whites to that which is presented by African-Americans.

Prerequisites: None.

College Preparation and Writing Lab E29

1 Carnegie Unit

Text: TBD

This semester course is designed to introduce juniors and seniors to the process of successfully transitioning to college. Students are exposed to the benefits of going to college, testing tips, for required entrance exams, selecting colleges based on personal characteristics and the overall steps for completing college applications. Students also learn to write and revise compelling college essays.

Prerequisites: None.

Math Academic Workshop

1 Carnegie Unit

Math Academic Workshop focuses on building upon and furthering basic arithmetic skills. In addition to basic computational work (addition, subtraction, fractions, decimals, percents), students continually review and further advance their algebraic knowledge in the following: the properties of mathematics, language of Algebra, solving multi-step equations, all operations with rational numbers and integers, solving inequalities, graphing equations and inequalities, proportion, percent, statistics and graphs, probability, and the study of polynomials. Tenth grade students take this course to refine basic math skills in order to promote success in geometry and other math courses. There is a strong emphasis on open response questions.

Prerequisites: None

Reading Prep

0.5 Carnegie Unit

Text: None

Reading Prep focuses on grammar mechanics, spelling, vocabulary, and reading comprehension. Reading skills such as fluency, decoding, and finding the main idea are emphasized. The writing process is a strong focus, with special attention given to revision and proofreading skills. There is also a major emphasis on the improving reading levels. Students receive remediation reflective of the students' diagnosed needs based on standardized reading assessments and Interim Assessments. *Course may be taken multiple times for credit.*

Prerequisites: none

Math Prep

0.5 Carnegie Unit

Text: None

Math Prep focuses on building the math skills that students have acquired over the years. In addition to basic computation work, students review and become more familiar with the following: the properties of mathematics: the language of Algebra, all operations dealing with rational numbers and integers, number theories, proportion, percent, statistics and graphs, probability, and continued focus on basic arithmetic skills. Students are required to write out their thought processes as they are answering questions pertaining to real world events. *Course may be taken multiple times for credit.*

Prerequisites: none

SUBJECT AREA	COURSES MEETING REQUIREMENT	
ENGLISH (4. 0)	English I (1.0) English I Honors (1.0) English II (1.0)	English II Honors (1.0) English III (1.0) English IV (1.0)
MATH (4. 0)	Algebra I (1.0) Geometry (1.0) Algebra II (1.0)	Business Math ¹ (1.0) Pre-Calculus ¹ (1.0)
SCIENCE (4.0)	Anatomy (1.0) Biology (1.0) Chemistry (1.0)	Earth Science (1.0) Environmental Science (1.0)
SOCIAL STUDIES (4.0)	DC History (0.5) US Government (0.5) US History (1.0)	World History I (1.0) World History II (1.0)
FOREIGN LANGUAGE (2. 0)	Spanish I (1.0) Spanish II (1.0)	Spanish III ¹ (1.0)
HEALTH/ PHYSICAL EDUCATION (1. 5)	Health (0.5) Problems in the US ¹ (0.5)	Physical Education II ¹ (0.5)
ART (0. 5)	Art Appreciation ¹ (0.5)	
MUSIC (0. 5)	Music I ¹ (0.5)	
Electives (3.5)		
Technology (0.5)	A+ Certification (1.0) AutoCAD I (1.0) AutoCAD II (1.0) Digital Video & Web Design (1.0)	Drafting (1.0`) Introduction to Computers/ Comp. App (.5) Intro to Technology (1.0) Principles of Technology (1.0)
Electives	African American History (1.0) Blacks in Media (1.0) College Preparation and Writing Lab (0.5)	Math Academic Workshop (1.0) Reading Prep (0.5) Math Prep (.5)
JROTC (2.0)	JROTC 1 (1.0) JROTC 2 (1.0)	JROTC 3 (1.0) JROTC 4 (1.0)

Course Matrix: Class of 2013 and beyond

¹Course may count towards elective credit if student satisfies all courses in given category. All courses under Electives may count towards elective credit.

Course Sequence

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
ENGLISH(4.0)	- English I - English I (H)	- English II - English II (H)	- English III	- English IV
MATH (4.0)	Algebra I	- Geometry - Math Workshop	Algebra II	- Business Math - Pre Calculus
SCIENCE (4.0)	Earth and Space Science	Biology	Chemistry	- Anatomy - Environmental Science
SOCIAL STUDIES (4.0)	World History I	- World History II - DC History	US History	- US Government - DC History
FOREIGN LANGUAGE (2.0)		Spanish I	Spanish II	Spanish III
ART (0.5)				Art Appericiation
MUSIC (0.5)			Music 1	Music 1
HEALTH & PHYS. ED. (1.5)	PE I (.5)	Health	PE II	PE II
JROTC (2.0)	JROTC 1	JROTC 2	JROTC 3	JROTC 4
ELECTIVES	- Reading Prep Workshop (in lieu of com or PE) - Math Prep Workshop - Computer Applications (.5)	- Reading Prep Workshop (in lieu of DC his & health) - Math Prep Workshop	<i>See course matrix for electives</i>	- College Preparation and Writing Lab <i>See course matrix for additional electives</i>

IDEA's Community Service Requirements

To earn a high School Diploma from IDEA public Charter School, all students must complete 100 hours of community service. Students may begin their service after successful completion of the 8th grade.

What is Community Service?

- Community Service is volunteerism that occurs in the community---action taken to meet the needs of others and better the community as a whole. Community service must be performed with a non-profit organization or government agency. This may include agencies like:
- Animal Shelter
- Library
- Community Events
- Zoo
- Hospitals
- Tutoring
- Recreation Centers
- Elementary School, Daycare Centers etc.
- Senior Citizen Center

Community service cannot be performed at a business, individual entity, or for an individual person.

Please Keep in Mind:

- Students cannot earn community service during school hours
- Students cannot be paid for community service
- Students may not perform service for a family related activity
- Students may not attribute community service to any fund raising that benefits a student-run organization
- All forms must be submitted after completion of service to the main office.

Students are encouraged to earn community service hours each school year in grades 9-12.

COMMUNITY SERVICE VERIFICATION FORM

Student Name:		Date:	
Sponsoring Organization:		E-mail:	
Address:		City, State Zip:	
Supervisor:		Title:	
Supervisor Signature:		Phone Number:	
This agency is a: ☐ Non-profit (501c3) ☐ Government agency ☐ Other: _____ <i>(must specify)</i>			

By signing this form, I certify that the above named student has completed the service hours listed below. I do understand that these hours will be verified by IDEA PCS staff.

Date	Duties	Time-In	Time-Out	Total Hours

Please return a copy of this completed form to the Main Office.

For Guidance Department Use Only

Verification Date:	Grand Total of Hours:
Authorized IDEA Staff:	IDEA Staff Signature:

SY12-13 PCSB-Formatted Budget, v1.6

IDEA

	SY12-13
REVENUE	
01. Per Pupil Charter Payments	4,796,125
02. Per Pupil Facilities Allowance	1,050,000
03. Federal Entitlements	587,832
04. Other Government Funding/Grants	350,269
05. Private Grants and Donations	110,000
06. Activity Fees	11,360
07. Other Income (please describe in footnote)	7,043
TOTAL REVENUES	6,912,628
ORDINARY EXPENSE	
<i>Personnel Salaries and Benefits</i>	
08. Principal/Executive Salary	605,000
09. Teachers Salaries	2,116,525
10. Teacher Aides/Assistance Salaries	-
11. Other Education Professionals Salaries	-
12. Business/Operations Salaries	163,600
13. Clerical Salaries	28,000
14. Custodial Salaries	92,800
15. Other Staff Salaries	691,450
16. Employee Benefits	546,678
17. Contracted Staff	-
18. Staff Development Expense	122,500
Subtotal: Personnel Expense	4,366,553
<i>Direct Student Expense</i>	
19. Textbooks	70,322
20. Student Supplies and Materials	62,777
21. Library and Media Center Materials	28,947
22. Student Assessment Materials	20,641
23. Contracted Student Services	500,000
24. Miscellaneous Student Expense **	189,703
Subtotal: Direct Student Expense	872,390
<i>Occupancy Expenses</i>	
25. Rent	-
26. Building Maintenance and Repairs	22,844
27. Utilities	171,377
28. Janitorial Supplies	-
29. Contracted Building Services	207,000
Subtotal: Occupancy Expenses	401,221

Office Expenses	
30. Office Supplies and Materials	58,563
31. Office Equipment Rental and Maintenance	68,707
32. Telephone/Telecommunications	35,662
33. Legal, Accounting and Payroll Services	125,000
34. Printing and Copying	4,905
35. Postage and Shipping	10,909
36. Other	40,692
Subtotal: Office Expenses	344,437
General Expenses	
37. Insurance	90,354
38. Transportation	74,149
39. Food Service	105,041
40. Administration Fee (to PCSB)	29,231
41. Management Fee	-
42. Other General Expense	36,696
43. Unforeseen Expenses	-
Subtotal: General Expenses	335,471
TOTAL ORDINARY EXPENSES	6,320,071
Net Ordinary Income	592,557
44. Depreciation Expense	613,793
45. Interest Payments	568,756
Net Income	(589,992)
Cash Adjustment	
Net Income	(589,992)
Add Back Depreciation	613,793
Add Receivables	97,200
Purchase Fixed Assets	(40,000)
Net change in cash	81,001

Appendix C

RENEWED CHARTER SCHOOL AGREEMENT

BETWEEN

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

AND

IDEA PUBLIC CHARTER SCHOOL

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CHARTER SCHOOL AGREEMENT

This CHARTER SCHOOL AGREEMENT (this “**Agreement**”) is effective as of July 1, 2015 (“Effective Date”) and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (“**PCSB**”) and IDEA 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**”), PCSB determined that the Petition satisfied the requirements set forth in Subchapter II of the Act and approved the Petition, and PCSB and the School Corporation entered into a charter agreement for the establishment of a public charter school, effective November 13, 1997 (the “**Original Charter Agreement**”);

WHEREAS, on January 7, 2013 with the expiration of the Original Charter Agreement, the School Corporation submitted a petition for renewal of its charter and on March 18, 2013 PCSB determined that the Application did not satisfy the requirements set forth in §38-1802.12 of the Act, thereby voting to non-renew the charter for the School Corporation;

WHEREAS, on April 12, 2013, the Mayor of the District of Columbia in response to a petition from the School Corporation, supported by PCSB, decided pursuant to §38-1802.12(d)(5)(B) of the Act to place the school in a probationary status for a maximum of three years, requiring the school to take remedial action and achieve certain benchmarks related to the grounds of its non-renewal;

WHEREAS, on December 15, 2014, the Mayor of the District of Columbia in response to a petition from the School Corporation, supported by PCSB, decided to remove the school from the probationary status after two years, pending the completion of a signed and executed renewed charter agreement, because the school’s performance had surpassed the benchmarks set for the third year;

WHEREAS, the School Corporation submitted a petition for renewal of its charter on February 2, 2015 (the “**Application**”) and on March 23, 2015 PCSB (i) determined that the Application satisfied the requirements set forth in §38-1802.12 of the Act and (ii) approved the Application, subject to the execution of this Agreement, thereby renewing the charter of the School Corporation for an additional fifteen years as of the Effective Date;

WHEREAS, the School Corporation now seeks to amend the Original Charter Agreement in connection with its renewal process following fifteen years of operation, and PCSB and the School Corporation desire to execute this Agreement to implement such renewal; and

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 to the following amendments to the original charter agreement as follows:

SECTION 1. CONTINUATION OF THE SCHOOL

1.1 Charter. A. The School Corporation shall continue to operate 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 [Sections 2.1 and 2.3 below];

(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 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 not be required to provide PCSB a petition for a charter revision for any proposed changes to its Articles of Incorporation or Bylaws or changes in its accrediting body.

C. The School Corporation operates one campus under the Charter serving the grades 9 through 12.

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 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: the mission of IDEA Public Charter School is to prepare students with the academic, social, leadership and occupational skills for post-secondary opportunities and to be responsible citizens who contribute to the community.

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 each Academic Year the School shall continue to provide instruction to students in grades 9 through 12, 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 approval, subject to a public hearing, to instruct students in any other grade.

2.3 Goals and Academic Achievement Expectations.

A. The School Corporation has selected as its measure of academic achievement expectations for grades 9 through 12 the indicators listed in the High School Performance Management Framework ("**PMF**").

(i) 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, formulas, and weights will automatically become part of the measurement of the school's academic achievement expectations. If PCSB makes changes to any PMF that the School Corporation should elect not to accept, the School Corporation may petition PCSB 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 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 as a distinct grade-span, such as early childhood, elementary, middle, or high school, or a combination of the above. These may be in the same facility or different facilities).

B. Standard for charter review and renewal. The school's high school program, grade bands 9-12, will be deemed to have met its goals and academic achievement expectations if:

At its five-year review (no later than its 20th year of operation), the School Corporation earns at least 55% of the possible points on the applicable PMF in at least two of the most recent three years of operation and not under 45% of the points for any of the past five years.

At its ten-year review (no later than its 25th year of operation), the School Corporation earns at least 55% of the possible points on the applicable PMF in at least two of the three most recent years of operation and not under 45% of the points in any of the past five years.

At its charter renewal (no later than its 30th year of operation), the School Corporation earns at least 55% of the possible PMF points on the applicable PMF in at least two of the previous three most recent years of operation and not under 45% of the points for any of the past five years.

C. If any of the above targets are not met, PCSB may, at its discretion, determine the campus to have met its goals and academic achievement expectations if it has demonstrated consistent improvement over the course of the most recent five-year period. The School Corporation shall conduct district-wide assessments for its students and shall report the scores to PCSB in a timely manner, if PCSB does not receive them directly from OSSE.

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 bases 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. 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 with 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 Graduation Requirements. The School Corporation shall implement and hold its students accountable to the graduation requirements approved by PCSB, attached hereto as **Attachment F**. The School Corporation shall provide PCSB a request for approval for any material changes to graduation requirements no later than April 1 prior to the Academic Year in which the changes to the graduation requirements will take effect..

2.6 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 (“**LEA**”) or a District of Columbia Public School for the purpose of providing services to students with disabilities. The School Corporation has elected to be its own LEA for the purpose of providing services to students with disabilities. In the event that the School Corporation decides to change its LEA status, it shall notify PCSB of its election in writing at least thirty days prior to the first day of the Academic Year.

SECTION 3. ADMINISTRATION AND OPERATION

3.1 Location. A. The School shall be located at 1027 45th Street, NE, Washington, DC 20019 (the “**School Property**”).

B. 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 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 G** at least one 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 H** 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 has submitted a description of its current random selection process to PCSB (see **Attachment H**) and shall provide notice to PCSB if there are material changes made to the current random selection process. The School Corporation shall provide PCSB with a written notice of any material change to the random selection process at least thirty 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 600 students 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, and shall provide a copy of those policies and procedures to students and parents within the first ten (10) days of the beginning of the school year, and provide a copy to PCSB 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. The School Corporation agrees to provide PCSB with 60 days written notice prior to adoption of any material change to its Discipline Policies. A copy of the School Corporation's current Discipline Policies (See **Attachment I**) has been submitted to PCSB.

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 to PCSB in accordance with PCSB's stated policies 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 any material change to its complaint resolution process at least three (3) months prior to adoption.

3.5 Operational Control. A. Pursuant to § 38-1802.04(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 gifts 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. The School Corporation shall continue to maintain accreditation from an appropriate accrediting agency as set forth in §38-1802.02(16) of the Act.

A. 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 a written 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)(10) of the Act prior to entering into a contract 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 contract entered into with a third party for the management of the School.

C. If a procurement contract having a value equal to or exceeding \$25,000 is awarded by the School Corporation to an interested party, the School Corporation will award that contract pursuant to PCSB policies and the School Corporation's 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 interested party. **“Interested Party”** means a (1) party who has a close familial relationship with a member of the school’s board, the school’s senior executive, or one of the top three highest paid employees of the school; (2) party who is owned by an individual with or has a board member who has a close familial relationship with a member of the school’s board, the school’s senior executive, or one of the top three highest paid employees of the school, and owns an entity or serves on the board of an entity that the School Corporation will contract with; (3) any individual who is a founder of the School Corporation or formerly served on the board of trustees of the School Corporation and has been separated from the school for less than ten years; (4) any individual who was formerly a senior executive or one of the top three highest paid employees of the school and has been separated from the school for less than ten years; or (5) any party who is owned, i.e. the party owns or controls 5% or greater ownership interest in the party, by the individuals detailed in (4) or (5) above.

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. 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 shall provide annual proof of insurance coverage sufficient to cover its operations as determined by its Board of Trustees to be reasonably necessary, subject to the availability of such insurance on commercially reasonable terms. The School Corporation’s current insurance certificate (See **Attachment J**) has been submitted to PCSB.

5.6 Tax-Exempt Status. The School Corporation shall maintain tax-exempt status from the federal government and the District of Columbia.

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 distinct and unique enrollment and attendance records to PCSB and in state and federal reports.

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 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 hours a week, but at a minimum once every two 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 days after the end of each Interim Period starting with the Interim Period beginning July 1, 2015 (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 for such Interim Period and for the period from the beginning of the then current Academic Year to the end of such Interim Period. **“Interim Period”** shall mean the period designated by PCSB in written notice by PCSB to the School Corporation; provided that for the period July 1, 2015 through June 30, 2016, the **“Interim Period”** shall mean monthly.

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. 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 ten (10) 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. The chair of the Board of Trustees or an officer of the School Corporation shall provide notice within five 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 K** (but no later than the time the School Corporation announces such departure publicly) to PCSB 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. The School Corporation’s current, as of the Effective Day of this Agreement, key personnel are identified by position in **Attachment K**.

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.

7.11 Certificates of Insurance. No later than 30 days after the expiration of the current policy, 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 J**. 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 J** 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, or other characteristics as proscribed by law.

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 PCSB, its officers, employees, or agents, access to the School Corporation'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 that 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 and School Corporation. The School Corporation will not unreasonably withhold consent.

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 upon Charter revocation; nonrenewal; relinquishment; 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: (a) 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. Mandatory dissolution is only applicable in the case of revocation, non-renewal or voluntary relinquishment of the Charter and is not applicable in the case of a campus closure pursuant to 9.2(C).

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) discharging the School Corporation's debts; and (iii) distributing any remaining assets in accordance with § 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, attachments, waivers, consents, or supplements 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; provided that **Attachments A-E**, which constitute the School Corporation's Charter, can only be modified or amended through Petition for Charter Revision subject to 1.1(B) of this Agreement, except that **Attachments A, B, and E** require only PCSB approval, and not a public hearing. 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
spearson@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

IDEA Public Charter High School
1027 45th Street, NE
Washington, D.C. 20019
Attention: Justin Rydstrom
Email: info@ideapcs.org
Telephone: (202) 399-4750 x200

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.

IDEA PUBLIC CHARTER SCHOOL

[Redacted Signature]

By: Justin Kydstrom

Title: Head of School

Date: 7/2/15

**DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD**

[Redacted Signature]

By: Darren Woodruff

Title: Board Chair

Date: 7/6/2015

ATTACHMENTS

SCHEDULE I	Maximum Enrollment Schedule
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	Graduation Requirements
ATTACHMENT G	Pre-opening Requirements
ATTACHMENT H	Random Selection Process
ATTACHMENT I	Disciplinary Policies
ATTACHMENT J	Insurance Requirements
ATTACHMENT K	Key Personnel

Schedule I. Maximum Enrollment Schedule

IDEA Public Charter School

IDEA 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.

	9th Grade	10th Grade	11th Grade	12th Grade	LEA Total
SY 2015-16	150	150	150	150	600
SY 2016-17	150	150	150	150	600
SY 2017-18	150	150	150	150	600
SY 2018-19	150	150	150	150	600
SY 2019-20	150	150	150	150	600
SY 2020-21	150	150	150	150	600
SY 2021-22	150	150	150	150	600
SY 2022-23	150	150	150	150	600
SY 2023-24	150	150	150	150	600
SY 2024-25	150	150	150	150	600
SY 2025-26	150	150	150	150	600
SY 2026-27	150	150	150	150	600
SY 2027-28	150	150	150	150	600
SY 2028-29	150	150	150	150	600
SY 2029-30	150	150	150	150	600

ATTACHMENT A

ATTACHMENT “A”

Rules and Policies for Government and Operation of School Corporation

IDEA Public Charter School is governed by a Board of Trustees with a current membership of 13 trustees, including a majority of D.C. residents and two parent representatives. As required by the School Reform Act of 1995, the Board of Trustees are fiduciaries of IDEA, set its overall policy and are responsible for the governance of the school.

IDEA’s Head of School is a non-voting, ex officio member of IDEA’s Board of Trustees and reports directly to the Board of Trustees. All other members of IDEA’s faculty and staff report to the Head of School either directly or indirectly through other faculty or staff.

IDEA has a conflicts of interest policy that is designed to comply with all federal, District of Columbia and D.C. Public Charter School Board requirements. IDEA will revise its bylaws to the extent necessary to ensure they incorporate all legal requirements relating to conflicts of interest.

IDEA does not have a contract with a charter management organization or other charter school management company.

ATTACHMENT B

**ARTICLES OF AMENDMENT TO
ARTICLES OF INCORPORATION
OF
INTEGRATED DESIGN ELECTRONICS ACADEMY PUBLIC CHARTER
SCHOOL**

TO:
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
BUSINESS REGULATION ADMINISTRATION
CORPORATION DIVISION
941 NORTH CAPITOL STREET, N.E.
WASHINGTON, D.C. 20002

Pursuant to the provisions of the District of Columbia non-profit Corporation Act, the undersigned adopts the following Articles of Amendment to its Articles of Incorporation:

FIRST: The name of the corporation is: Integrated Design Electronics Academy Public Charter School.

SECOND: The following amendment of the Articles of Incorporation was adopted by the Corporation in the manner prescribed by the District of Columbia Non-profit Corporation Act:

The name of the corporation shall be changed to: Integrated Design and Electronics Academy Public Charter School.

THIRD: The amendment was adopted by a consent in writing signed by all members entitled to vote with respect hereto.

Date: 17 OCT 02

Integrated Design and Electronics Academy Public Charter School
Corporate Name

By: [REDACTED]
Its President or Vice President

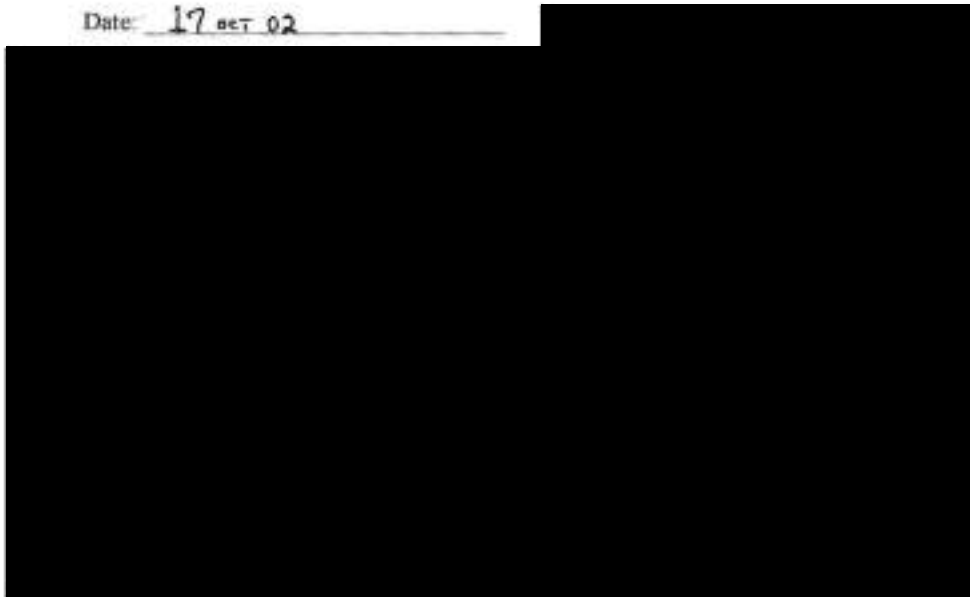
[REDACTED]
Its Secretary or Assistant Secretary

Consent to Amendment to Change Name

We, the voting members of the Board of Integrated Design Electronics Academy
Public Charter School, hereby consent to the following amendment to the Articles of
Incorporation:

The name of the corporation shall be changed to: Integrated Design and
Electronics Academy Public Charter School.

Date: 17 OCT 02



ARTICLES OF INCORPORATION
OF THE
INTEGRATED DESIGN ELECTRONICS ACADEMY

To: Department of Consumer and Regulatory Affairs
Corporation Division
614 H Street N.W.
Washington, D.C. 20001

We, the undersigned natural persons of the age of twenty-one (21) years or more, acting as incorporators of a non-profit corporation under the Corporation Act (D.C. Code, 1981 Edition, Title 29, Ch. 5) adopt the following ARTICLES OF INCORPORATION for such Corporation:

FIRST: The name of the corporation is INTEGRATED DESIGN ELECTRONICS ACADEMY.

SECOND: The period of its duration is perpetual.

THIRD: The purpose or purposes for which the corporation is organized are:

a) Said corporation is organized exclusively for charitable, educational and scientific purposes, within the meaning of Section 501(c) (3) of the Internal Revenue Code or corresponding section of any future Federal tax code, including the establishment and conduct of a Chartered High School under the District of Columbia Public School System.

b) The specific purpose of the Corporation is to manage, operate, guide, direct and promote education in general academic subjects and specialized training in electronics at the Academy which shall be classified as a Washington, D.C. "chartered" school.

FOURTH: The Corporation will have one class of voting members.

FIFTH: The qualifications, privileges and rights of the members shall be determined by the Board of Directors (herein designated as Board of Trustees).

SIXTH: The manner in which the trustees shall be elected or appointed shall be provided and set out in the By-laws.

FILED
OCT - 9 1997
BY: _____

SEVENTH: The Provisions for the regulation of the internal affairs of the corporation, including provisions for distribution of assets on dissolution of final liquidation are:

a) No part of the net earnings of the organization shall inure to the benefit of or be distributable to its members, trustees, directors, or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of Section 501(c) (3) purposes. No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of, or in opposition to, any candidate for public office.

b) Notwithstanding any other provision of these articles, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from Federal income tax under Section 501(c) (3) of the Internal Revenue Code (or corresponding section of any future Federal tax code or (b) by an organization, contributions to which are deductible under section 170(c) (2) of the Internal Revenue Code (or corresponding section of any future Federal tax code).

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

d) However, if the named recipient is not then in existence or no longer a qualified distributee, or unwilling or unable to accept the distribution, then the assets of this corporation/organization shall be distributed to a fund, foundation or corporation organized and operated exclusively for the purpose specified in Section 501(c) (3) of the Internal Revenue Code (or corresponding section of any further Federal tax code).

Eighth: The address including street and number of the initial registered office of the corporation is 704 26th St., N.E. (Phelps), Washington DC 20002 and the name of the initial registered agent is Mrs Marsha L. Brevard.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]
 [REDACTED]
 [REDACTED]

[REDACTED]

[REDACTED] [REDACTED]

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[REDACTED] [REDACTED]

[REDACTED]

[REDACTED]
 [REDACTED]
 [REDACTED]

1005

October 1997.

My Commission expires: 8/24/99

AMENDED AND RESTATED BYLAWS
OF

Integrated Design Electronics Academy Public Charter School,
A Washington, DC Nonprofit Corporation

ARTICLE 1.

OFFICES

The corporation's principal office shall be fixed and located at such place within the attendance boundaries of the Washington, DC School District as the Board of Trustees (the "Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another within such attendance boundaries in the Washington, DC School District.

ARTICLE 2.

PURPOSE

Notwithstanding the Articles of Incorporation, the sole purpose of the corporation is to operate a public charter school.

ARTICLE 3. (DELETED)

ARTICLE 4.

TRUSTEES (Board of Trustees)

Section 4.1 General Powers

Subject to the limitations of the Nonprofit Corporation Act of 2010, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board of Trustees are fiduciaries of IDEA Public Charter School ("IDEA" or the "charter school"), shall set its overall policy, and are responsible for its governance. The Board may delegate the management of the corporation's activities to any person(s), Management Company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

Section 4.2 Specific Powers

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

- a. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; and to fix their compensation;
- b. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefor which are not inconsistent with the law, the corporation's Articles of Incorporation or these Bylaws, as it deems best;
- c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best;
- d. To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefor;
- e. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;
- f. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;
- g. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose;
- h. To carry out such other duties as are described in the charter granted by the District of Columbia Public Charter School Board (the "Charter").

Section 4.3 Number, Election and Term of Trustees

- a. The authorized number of voting Trustees shall be as set by the Board from time to time; notwithstanding the foregoing, such authorized number of voting Trustees shall be at all times an odd number and shall be at least three (3) and not exceed fifteen (15).
- b. A majority of the Trustees shall be residents of the District of Columbia.
- c. The Board shall consist of the following:
 - (1) Two (2) parents of students then attending IDEA, each of whom shall be nominated by the parents of students then attending IDEA at a meeting of parents and confirmed by majority vote of the Board; and

(2) Nine (9), or such other number set by the Board from time to time, at large members, each of whom shall be elected at the annual meeting by the majority vote of those Trustees with continuing terms.

d. No Trustee shall hold a salaried position at IDEA during the term of his or her membership on the Board.

e. The Executive Director of IDEA will serve ex-officio as Secretary of the Board and will not have a vote.

f. The members of the initial Board will be selected by the incorporators and are set forth in Appendix 11 of the charter school application. Elections for the board members will be held at the annual board meeting. The terms of the board members will be staggered. The initial term of each at large member will be three (3) years and any subsequent terms will be for a period of three (3) years. No Trustee may serve more than three (3) consecutive terms or nine (9) consecutive years. Each Trustee who is appointed or elected by virtue of holding another position as described above, shall continue as a Trustee of the corporation so long as they hold such other position. Each person who was elected as a Trustee by virtue of being a parent with one or more children attending IDEA shall automatically be deemed to have resigned and be removed from the Board at any time which at least one child of such person no longer attends IDEA. If a child of a board member graduates from IDEA during the term of the parent, the parent will be allowed to complete his or her term.

Section 4.4 Resignation and Removal

Subject to the provisions of the Nonprofit Corporation Act of 2010, any Trustee may resign effective upon giving written notice to the Chairman or the Secretary or the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Trustee may be removed without cause by a majority of the Trustees then in office.

Section 4.5 Vacancies

a. A Board vacancy or vacancies shall be deemed to exist if any Trustee dies, resigns, or is removed, or if the authorized number of Trustees is increased.

b. Attendance at Board meetings is mandatory. The Board may declare vacant the office of any Trustee who has been convicted of a felony, or has been found to have breached any duty arising under the Nonprofit Corporation Act of 2010 or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend three (3) or more meetings of the Board of Trustees in any calendar year, without reasonable excuse and notification to the Secretary.

c. Any member of the Board may initiate removal of a Trustee for one or more of the reasons listed in Section 4.5.b above. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the

Board or the Trustee whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public.

d. A vacancy on the Board shall be filled by the affirmative vote of a majority of Trustees then in office even if they constitute less than a quorum. A Trustee elected to fill a vacancy will be elected for the unexpired term of his or her predecessor.

e. No reduction of the authorized number of Trustees shall have the effect of removing any Trustee before the expiration of the Trustee's term of office.

f. The members of the Board will select the leaders of the Board. The leaders of the Board will include a Chairman and a Vice-Chairman. The term of office shall be for one year. In case of dismissal or resignation from the Board or other vacancies on the Board, volunteers will be asked to apply and serve the remainder of the term of office for that particular Board member. The Board may choose not to reorganize at the time of seating the new board member.

g. Operation of the Board. The Board will meet at least once a month to discuss IDEA's operation and hear reports/updates from each Board member, consider and adopt policies and consider requests and concerns from parents, students and teachers. Subject to the quorum requirements of Section 4.11 hereof, a majority vote of those present at a Board meeting will constitute action by the Board.

Section 4.6 Place of Meetings

Meetings of the Board may be held at the principal office of the corporation or at any other place that has been designated in the notice of the meeting or, if there is no notice, by resolution of the Board.

Section 4.7 Annual Meeting

The Board shall hold an annual meeting for the purposes of organization, selection of Trustees and leaders of the Board, and the transaction of other business. The annual meeting shall be held each September.

Section 4.8 Regular Meetings

Regular meetings of the Board, including the annual meeting, shall be held without call or notice on such dates and at such times and places as may be from time to time fixed by the Board.

Section 4.9 Special Meetings

a. The Chairman of the Board or the Vice-Chairman may call special meetings of the Board for any purpose at any time

b. Subject to Section 4.12 hereof, special meetings of the Board may be held only after each Trustee has received four (4) days' notice by first class mail or forty-eight (48) hours' notice given personally or by telephone, telegraph, telcx, fax, electronic transmission or other similar means of communication.

c. Any such notice shall be addressed, delivered or transmitted, as applicable, by the Executive Director to each Trustee at the Trustee's address or e-mail address as it is shown on the records of the corporation or as may have been given to the corporation by the Trustee for purposes of notice or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the Board are regularly held.

d. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail postage prepaid. Any other written notices shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

Section 4.10 Requirements Applicable to Meetings

Notwithstanding any other requirements contained in these Bylaws, all meetings of the Board shall be held in compliance with all applicable requirements of the Washington, DC School District.

Section 4.11 Quorum and Voting

The majority of voting Trustees then in office shall constitute a quorum. The Board shall attempt to reach a general consensus on all actions before the Board; provided, however, that 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 an act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Trustees, if any action taken is approved by at least a majority of the required quorum for such meeting. Trustees may not vote by proxy.

Section 4.12 Waiver of notice

Notice of a meeting need not be given to any Trustee who signs a waiver of notice or a written consent to the holding of the meeting, who approves the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protesting the lack of notice prior thereto or at its commencement. All such waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 4.13 Adjournment

A majority of the Trustees present, whether or not a quorum is present, may adjourn any Trustees' meeting to another time and place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the Trustees who were not present at the time of the adjournment.

Section 4.14 Rights of Inspection

Every Trustee has the absolute right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal state or local law.

Section 4.15 Fees and Compensation

Trustees shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Trustee's actual and necessary expenses incurred in the conduct of the corporation's business. The corporation shall carry liability insurance covering the Trustees and officers of the corporation as described in the Charter in the conduct of the corporation's business.

Section 4.16 Standard of Care

a. A Trustee shall perform all duties of a Trustee, including duties as a member of any committee of the Board on which the Trustee may serve, in good faith, in a manner such Trustee believes to be in the best interests of the corporation and with such care, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.

b. In performing the duties of a Trustee, a Trustee may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- (1) One or more officers or employees of the corporation whom the Trustee believes to be reliable and competent in the matters presented;
- (2) Legal counsel, independent accountants or other persons as to matters that the Trustee believes to be within such person's professional or expert competence; or
- (3) A committee of the Board upon which the Trustee does not serve as to matters within its designated authority, provided the Trustee believes that the committee merits confidence and the Trustee acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

c. Except with respect to assets that are directly related to the corporation's charitable programs, the Board shall avoid speculation in investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the corporation's investments. Instead, the Board is to consider the permanent disposition of the funds, the probable income, and the probable safety of the corporation's capital and is to comply with the express terms of the instrument or agreement, if any, pursuant to which the assets were contributed to the corporation.

ARTICLE 5.

OFFICERS

Section 5.1 Officers

The officers of the corporation shall be an Executive Director, a Principal, a Secretary and a Vice President of Operations. The Executive Director shall serve as an ex officio, nonvoting member of the Board. The same person may simultaneously hold more than one office; however, in no event may the same person serve as the Executive Director and the Vice President of Operations at the same time. The corporation may also have, at the discretion of the Board, such other officers as may be elected or appointed.

Section 5.2 Election

The officers of the corporation shall be chosen at the annual meeting of the Board and shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal or other disqualification from service, or until their respective successors shall be elected.

Section 5.3 Subordinate Officers

The Board may elect, and may empower the Executive Director to appoint, such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

Section 5.4 Removal

The Board may remove any officer, either with or without cause, at any time. Additionally, except for an officer chosen by the Board, any officer upon whom the Board may confer such power of removal may remove any officer, either with or without cause, at any time, in accordance with such authorization from the Board. Any such removal shall be without prejudice to the rights, if any of officers under any contract of employment.

Section 5.5 Resignation

Any officer may resign at any time by giving written notice to the Board; such resignation may not prejudice the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or later specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5.6 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment

to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 5.7 Executive Director

Subject to such powers, if any, as may be given by the Board to the chairman of the Board, if there is such an officer, the Executive Director is the general manager and chief executive officer of the corporation and has, subject to the control of the Board, general supervision, direction and control of the business and officers of the corporation. The Executive Director has the general management powers and duties usually vested in the office of Executive Director and general manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board and as are described in the Charter.

Section 5.8 Principal

In the absence or disability of the Executive Director, the Principal, if any is appointed, with notification to and approval of the Board shall perform all the duties of the Executive Director and, when so acting, shall have all the powers and be subject to all the restrictions upon, the Executive Director. The Principal shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 5.9 Secretary

a. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent; and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in Washington, DC, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Trustees and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.

b. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 5.10 Vice President of Operations (Treasurer)

a. The Vice President of Operations of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business

transactions of the corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Trustee.

b. The Vice President of Operations shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as may be designated from time to time by the Board. The Vice President of Operations shall disburse the funds of the corporation as may be ordered by the Board, and shall render to the Executive Director and the Board, upon request, an account of all transactions as Vice President of Operations and of the financial condition of the corporation. The Vice President of Operations shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Vice President of Operations shall have such other powers and perform such other duties as may be prescribed from time to time by the Board. Notwithstanding anything to the contrary contained herein, the funds of the corporation shall be held in one or more interest bearing accounts at a government insured financial institution on behalf of the corporation and shall be disbursed upon the direction of the Executive Director or the Vice President of Operations of the corporation.

ARTICLE 6.

COMMITTEES

Section 6.1 Board Committees

The Board may, by resolution adopted by a majority of the Trustees then in office, provided that a quorum is present, create one or more standing or ad hoc committees, each consisting of at least two (2) members of the Board, to serve at the pleasure of the Board. Appointments to such Board committees shall be by majority vote of the Trustees then in office, and the chairperson of such Board committees shall be appointed by chairman of the Board. Committee members shall serve at the pleasure of the chairperson of such Board committee. Unless otherwise provided in these Bylaws or by the laws of Washington, DC, each committee shall have all of the authority of the Board to the extent delegated by the Board, except that no committee, regardless of Board resolution, may:

- a. Fill vacancies on the Board or on any committee which has the authority of the Board;
- b. Fix compensation of Trustees for serving on the Board or any committee;
- c. Amend or repeal Bylaws or adopt new Bylaws;
- d. Amend or repeal any resolution of the Board, which by its express terms is not so amendable or repealable;
- e. Appoint committees of the Board or the members thereof;
- f. Spend corporate funds to support a nominee or applicant for Trustee after there are more people nominated for Trustee than can be elected; or

g. Approve any action for which the Nonprofit Corporation Act of 2010 requires the approval of the Board.

Section 6.2 Meetings and Action of Board Committees

The Board shall have the power to prescribe the manner in which proceedings of any such Board committee shall be conducted. In the absence of any such prescription, the committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the Board or such committee shall otherwise provide, meetings and actions of Board committees shall be governed by, held and taken in accordance with, the provisions of these Bylaws, which concern meetings of the Board. Special meetings of committees may also be called by resolution of the Board. Notice of special meetings of Board committees shall be given to any and all alternate committee members who shall have the right to attend all meetings of the committee. The Board may adopt rules for the government of any Board committee not inconsistent with the provisions of these Bylaws.

Section 6.3 Executive Committee

The Board may, by resolution adopted by a majority of the Trustees then in office appoint an Executive Committee composed of no less than five (5) Trustees to act in the name of the Board. The Executive Committee may conduct business in the name of the Board provided a quorum of the Executive Committee is present. Appointments or elections to such Executive Committee shall be by majority vote of the Trustees then in office and the chairperson of such Executive Committee shall be the Chairman of the Board or a Trustee appointed by the Chairman of the Board. The Executive Director will serve as the non-voting administrative officer of the Executive Committee. Subject to the restrictions imposed by law and by the Bylaws, the Executive Committee shall have the authority to resolve agenda items when the Board delegates an item to the Executive Committee. The Executive Committee shall report all actions it takes to the Board at the Board's next meeting.

Section 6.4 Other Committees

a. The Chairman of the Board, subject to the limitations imposed by the Board, or the Board, may create other committees, either standing or special to serve the Board that do not have the powers of the Board. The Chairman of the Board shall appoint members to serve on such committees, and shall designate the committee chairperson. Each member of a committee shall continue as such until the next annual meeting of the Board and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

b. The Chairman of the Board, the chairperson of the committee or a majority of the committee's voting members may call meetings of a committee. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.

c. Any member of a committee may resign at any time by giving written notice to the chairperson of the committee or to the Chairman of the Board. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The Chairman of the Board may, with prior approval of the Board, remove any appointed member of a committee. The Chairman of the Board, with the Board's approval, shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the tenure.

ARTICLE 7.

SELF-DEALING TRANSACTIONS

Section 7.1 Definition

Self-dealing transaction means a transaction to which the corporation is a party and in which one or more of the Trustees ("interested Trustee(s)") has a material financial interest. Notwithstanding this definition of self-dealing transaction, the following transactions are not self-dealing transactions, and are subject to the Board's general standard of care:

a. A transaction which is part of a public or charitable program of the corporation if the transaction is (1) approved or authorized by the corporation in good faith and without unjustified favoritism, and (2) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program..

Section 7.2 Action of the Board

If the transaction appears to be a self-dealing transaction, the interested Trustee must demonstrate the following in order to sustain the validity of the transaction:

a. That, prior to consummating the transaction or any part thereof the Board authorized or approved the transaction in good faith by vote of a majority of the Trustees then in office excluding the vote of the interested Trustee(s) and with knowledge of the material facts concerning the transaction and the interested Trustee's interest in it. Action by a committee of the Board will not satisfy this requirement;

b. That either:

(1) Prior to authorizing or approving the transaction, the Board considered and in good faith determined after reasonable investigation that the corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances; or

(2) The corporation in fact could not have obtained a more advantageous arrangement with reasonable effort under the circumstances;

c. That the corporation entered into the transaction for its own benefit; and

d. That the transaction was fair and reasonable as to the corporation at the time the corporation entered the transaction.

Section 7.3 Interested Trustee's Vote

In determining whether the Board validly met to authorize or approve a self-dealing transaction, interested Trustees may be counted to determine the presence of a quorum, but an interested Trustee's vote may not be counted toward the required majority for such authorization, approval or ratification.

Section 7.4 Committee Approval

A Board committee may approve a self-dealing transaction in a manner consistent with the standards prescribed for approval by the Board if it was not reasonably practical to obtain approval of the Board prior to entering into the transaction, the Board determines in good faith that the committee met the same requirements the Board would have had to meet in approving the transaction, and the Board ratifies the transaction at its next meeting by a vote of a majority of the Trustees then in office, excluding the vote of the interested Trustee(s).

Section 7.5 Persons Liable and Extent of Liability

If a self-dealing transaction has not been approved as provided above, the interested Trustee(s) may be required to do such things and pay such damages as a court may provide as an equitable and fair remedy to the corporation, considering any benefit received by it and whether or not the interested Trustee(s) acted in good faith and with the intent of the best interests of the corporation.

Section 7.6 Statute of Limitations

An action to remedy an improper self-dealing transaction, brought by a proper party under the Nonprofit Corporation Act of 2010, must be commenced either:

- a. Within two (2) years after written notice putting forth the material facts of the transaction and the interested Trustee's interest in it was filed with the Office of the Attorney General in accordance with the Washington, DC Office of the Attorney General's regulations; or
- b. If no such notice is filed, within three (3) years after the transaction occurred, except that the Office of the Attorney General shall have ten (10) years after the transaction occurred within which to file an action.

Section 7.7 Corporate Loans and Advances

The corporation shall not make any loan of money or property to or guarantee the obligation of any Trustee or officer; provided, however, that the corporation may advance money to a Trustee or officer of the corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or Trustee, if in the absence of such advance, such Trustee or officer would be entitled to be reimbursed for such expenses by the corporation, its parent or any subsidiary.

Section 7.8 Annual Statement of Certain Transactions

The annual statement required by the Nonprofit Corporation Act of 2010 shall be furnished to the Trustees for any fiscal year in which a transaction or indemnification of the kind described in a. or b. below took place:

a. A transaction in which the corporation or a parent or subsidiary was a party and a Trustee or officer of the corporation or a parent or subsidiary or a holder of more than ten percent (10%) of the voting power of the corporation or a parent or subsidiary had a direct or indirect material financial interest and which involved Fifty Thousand Dollars (\$50,000) or more or which was one of a number of such transactions which involved the same interested person and which amounted in the aggregate to Fifty Thousand Dollars (\$50,000) or more; or

b. Any indemnification or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the fiscal year to any officer or Trustee of the corporation or a parent or subsidiary.

Such statement shall be mailed or delivered to the Trustees within one hundred twenty (120) days after the close of the corporation's fiscal year.

ARTICLE 8.

OTHER PROVISIONS

Section 8.1 Validity of Instrument

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by the Executive Director, the Chairman of the Board or the Vice-Chairman (each an "Authorized Signatory") of the corporation. If any such instrument has a monetary value in excess of \$25,000, it must be signed by two Authorized Signatories (or two other persons specifically designated by the Board). Any such instruments may be signed by any other person(s) and in such manner and from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

Section 8.2 Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Nonprofit Corporation Act of 2010 shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural as the context requires, and the word "person" includes both the corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provision.

Section 8.3 Authority to Vote Securities

The Executive Director, or any other officer(s) authorized by the Board, is authorized to vote, represent and exercise on behalf of the corporation rights incident to any and all voting securities of any other corporation(s) standing in the name of this corporation. The authority granted herein may be exercised either in person or by any person authorized to do so by proxy or by power of attorney executed by the Executive Director or authorized officer.

Section 8.4 Fiscal Year

The Board shall set the fiscal year of the corporation.

Section 8.5 Conflict of Interest

Any Trustee, officer, key employee, or committee member having an interest in a contract or other transaction presented to the Board or a committee thereof for authorization, approval or ratification shall make a prompt, firm and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influences on, nor participate (other than to present factual information or to respond to questions) in the discussion or deliberations with respect to, such contract or transaction. The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

- a. Regular annual statements from Trustees, officers and key employees to disclose existing and potential conflicts of interest; and
- b. Corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this Section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the corporation, or if a Trustee or officer has a significant financial or influential interest in the entity contracting or dealing with the corporation.

Section 8.6 Dissolution and Distribution Assets

The corporation shall dissolve if the Charter has been revoked, has not been renewed, or has been voluntarily relinquished, as required by D.C. Code § 38-1802.13a, and its assets shall be distributed in accordance with all applicable provisions of the laws of the District of Columbia.

ARTICLE 9.

INDEMNIFICATION OF AGENTS OF THE CORPORATION; PURCHASE OF LIABILITY INSURANCE

Section 9.1 Definitions

For the purpose of this Article, "agent" means any person who is or was a Trustee, officer, employee or other agent of this corporation, or is or was serving at the request of this corporation as a Trustee, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a Trustee, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor or corporation; "director" means an individual who is or was a Trustee or who, while a Trustee, is or was serving at the corporation's request as a director, officer, partner, trustee, employee, or agent of another domestic or foreign corporation, partnership, joint venture, trust, employee benefit plan, or another entity, and includes a member of a designated body and, unless the context requires otherwise, the estate or personal representative of a director; "officer" means an individual who is or was an officer of the corporation or who, while an officer of the corporation, is or was serving at the corporation's request as a director, officer, partner, trustee, employee, or agent of another domestic or foreign corporation, partnership, joint venture, trust, employee benefit plan, or another entity, and includes, unless the context requires otherwise, the estate or personal representative of an officer of the corporation; "proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal administrative or investigative; and "expenses" includes without limitation, attorneys' fees and any expenses of establishing a right to indemnification under this Article.

Section 9.2 Indemnification of Agents

a. This corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any proceeding (other than a proceeding by or in the right of this corporation to procure a judgment in its favor, a proceeding with respect to conduct for which a Trustee was adjudged liable on the basis that the Trustee received a financial benefit to which the Trustee was not entitled (whether or not involving an action in an official capacity), an action brought under the Nonprofit Corporation Act of 2010, or an action brought by the Office of the Attorney General of Washington, DC or a person granted relator status by the Office of the Attorney General of Washington, DC for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of this corporation, against expenses, judgment, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this corporation and, in the case of a criminal proceeding, such person had no reasonable cause to believe his or her conduct was unlawful. The termination of any proceeding by judgement, order, settlement, conviction or upon a plea of *no lo contendre* or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation, nor that the person had reasonable cause to believe that the person's conduct was unlawful.

b. This corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending or completed proceeding by or in the right of this corporation, or brought under the Nonprofit Corporation Act of 2010, or brought by the Office of the Attorney General of Washington, DC or a person granted relator status by the Office of the Attorney General of Washington, DC for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of this corporation, against reasonable expenses actually incurred by such person in connection with the defense or settlement of such proceeding if such person acted in good faith, in a manner such person believed to be in the best interests of this corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section 9.2 (b):

(1) In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this corporation in the performance of such person's duty to this corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

(2) Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

(3) Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval unless it is settled with the approval of the Office of the Attorney General of Washington, DC.

c. To the extent that an agent of this corporation has been successful, on the merits or otherwise, in defense of any proceeding referred to in subsection (a) or (b) of this Section 9.2 or in defense of any class issue or matter therein, the agent shall be indemnified against reasonable expenses actually incurred by the agent in connection therewith.

d. Except as provided in subsection (c) of this Section 9.2, any indemnification under this Section 9.2 shall be made by this corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in subsection (a) or (b) of this Section 9.2, by:

(1) A majority vote of a quorum consisting of Trustees who are not parties to such proceeding; or

(2) The court in which such proceeding is or was pending, upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense whether or not such application by the agent, attorney or other person is opposed by this corporation.

e. Expenses incurred in defending any proceeding may be advanced by this corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of

the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized by this Section 9.2.

f. No provision made by this corporation to indemnify its or its subsidiaries' Trustees or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, these Bylaws, a resolution of the Board, an agreement or otherwise, shall be valid unless consistent with this Section 9.2. Nothing contained in this Section 9.2 shall affect any right to indemnification to which persons other than such Trustees and officers may be entitled by contract or otherwise.

g. No indemnification or advance shall be made under this Section 9.2, except as provided in Section 9.2 (c) or Section 9.2 (d)(2) hereof in any circumstances where it appears:

(1) That it would be inconsistent with a provision of the Articles of Incorporation, these Bylaws or an agreement in effect at the time of accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

(2) That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 9.3 Purchase of Liability Insurance

Upon and in the event of a determination by the Board to purchase such insurance, this corporation may purchase and maintain insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any agent of this corporation for violation of the Nonprofit Corporation Act of 2010.

Section 9.4 Non-Applicable to Fiduciaries of Employee Benefit Plans

This Article 9 does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent, as defined in Section 9.1, of the employer corporation. The corporation shall only have the power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by the Washington, DC General Corporation Law.

ARTICLE 10.

AMENDMENTS

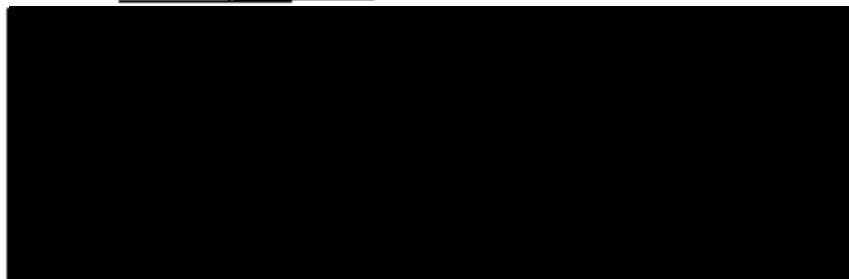
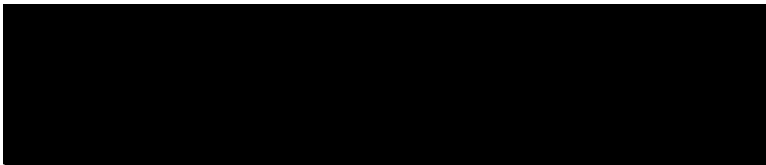
Section 10.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed only by a majority vote of the Board.

CERTIFICATE OF ADOPTION OF AMENDED AND RESTATED BYLAWS

I certify that I am the elected and acting Secretary of Integrated Design Electronics Academy, a Washington, DC nonprofit corporation, and that the foregoing Bylaws, comprising 18 pages constitute the Bylaws of such corporation as adopted at a meeting of the Board of Trustees held on 7/2/15.

IN WITNESS WHEREOF, I have signed my name and affixed the seal of the corporation to this certificate on _____.



Witnessed by me on 14, 2016



ATTACHMENT C

ATTACHMENT C

Procedures to Ensure Health and Safety of Students, Employees, and Visitors

IDEA Public Charter School complies with all applicable laws and regulations relating to the health and safety of its students, employees, and visitors. IDEA is in compliance with the legal requirements in the Healthy Schools Act of 2010 (“HSA”), the Americans With Disabilities Act (“ADA”) and the D.C. Fire Prevention Code.

IDEA has a health and wellness policy that includes health services, physical education, and nutrition programs that satisfy the requirements of the HSA. IDEA complies with current health and safety laws and regulations and coordinates efforts with staff to protect the health and welfare of its students, visitors and staff. Students are provided with a free and healthy lunch through our participation in the U.S. Department of Agriculture’s Community Eligibility program. As mandated by law, lunches are healthier with the incorporation of more fruits and vegetables and whole grains. As required by law, we solicit input from students, faculty and parents through taste tests, comment boxes and surveys to ensure that we offer nutritious meals that appeal to students. OSSE has reviewed our health and wellness policy and found it to be in compliance with the HSA.

IDEA also helps maintain the health and safety of its students by ensuring compliance with the Student Access to Treatment Act of 2007, including ensuring it has a nurse on the premises. The nurse is responsible for maintaining all medical and nursing services provided in the school including health assessments, health counseling, health care referrals, emergency care, first aid, CPR, and supportive health and safety education for all students and school personnel. IDEA maintains a centrally-located health suite on the second floor. The school maintains medication action plans for all affected students in the health suite.

IDEA also complies with the DC Code’s requirements relating to facility safety and the requirements of the ADA and the D.C. Fire Prevention Code and other DC requirements. IDEA’s facilities are accessible to children and adults with disabilities.

IDEA’s facilities are inspected on a regular basis both internally and by the appropriate D.C. government agencies. IDEA maintains an up-to-date emergency response plan with IDEA’s emergency response team and regularly holds emergency evacuation drills. IDEA’s certificate of occupancy and insurance policies are kept current and are on file with PCSB.

ATTACHMENT D



September 30, 2014

OFFICIAL NOTIFICATION OF EXTENSION

Mr. John Goldman, Executive Director
Integrated Design & Electronics Academy (IDEA) Public Charter School
1027 45th Street, N.E.
Washington, DC 20019

Dear Mr. Goldman:

The Middle States Commissions on Elementary and Secondary Schools have acted to extend the accreditation of Integrated Design & Electronics Academy Public Charter School (IDEA) for two years, until December 1, 2015 at which time the request for an additional extension will be considered in order to allow for the timely completion of the self study and preparation for the team visit. A decision to further extend the accreditation of IDEA will be contingent upon the District of Columbia Charter School Board review and approval of the school's corrective actions to resolve probationary status and the renewal of the school's charter.

The current proposed schedule for reevaluation of Integrated Design & Electronics Academy (IDEA) based on approval of a subsequent extension is as follows:

Team Visit - Spring, 2016

Accreditation Expiration – December 1, 2016

The self-study should be conducted over the year preceding the team visit and must be completed no later than 4 to 6 weeks before the team visit.

Please contact Dr. Jane Pruitt, Associate Director, if you have any questions regarding the school's Middle States accreditation.

We wish you the best as you work toward re-accreditation.

Sincerely,

A large black rectangular redaction box covering the signature of the sender.

C: Mr. Justin Rystrom, Head of School
Dr. Jane W. Pruitt, Associate Director

HGC/lag
DC049



June 5, 2015

OFFICIAL NOTIFICATION OF EXTENSION

Mr. Justin Rydstrom
Head of School
IDEA Public Charter School
1027 45th Street, N.E.
Washington, DC 20019

Dear Mr. Rydstrom:

The Middle States Commissions on Elementary and Secondary Schools have acted to extend the accreditation of IDEA Public Charter School for one year, until December 1, 2016.

This extension will allow the timely completion of the self study and preparation for the team visit.

The new schedule for reevaluation of IDEA Public Charter School is as follows:

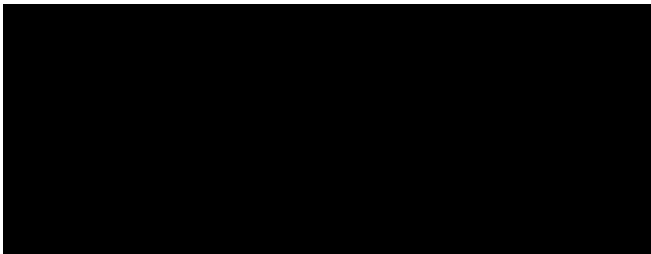
Team Visit - Spring 2016

Accreditation Expiration – December 1, 2016

The self-study should be conducted over the year preceding the team visit and must be completed no later than 4 to 6 weeks before the team visit.

Please contact Dr. Jane Pruitt, Accreditation Officer, if you have any questions regarding the school's Middle States accreditation.

We wish you the best as you work toward re-accreditation.



HGC/lag

DC049

ATTACHMENT E

ATTACHMENT E

RELATIONSHIP BETWEEN SCHOOL AND EMPLOYEES

I, _____, acknowledge that I have received a copy of IDEA Public Charter School's Employee Handbook (the "Handbook"), which provides guidelines on the policies, procedures and programs relating to my employment. I will carefully review the Handbook and agree to abide by its provisions. I understand that IDEA can, in its sole discretion, and with or without prior notice, modify, eliminate, revise or deviate from the Handbook at any time, including, but not limited to, its guidelines, policies and procedures. I understand and agree that nothing in the Handbook creates a contract of employment or confers any legal rights on me.

I understand that only the Executive Director of IDEA is authorized to offer me employment and that any offer of employment must be in writing and signed by the Executive Director. I further acknowledge and agree that I am employee at will at IDEA, and that as such, either IDEA or I have the right to terminate my employment at any time, for any reason, with or without cause, and with or without notice.

Employee's Signature

Date

Print Employee's Name

ATTACHMENT F

**IDEA Public Charter School
Promotion Policy & Graduation Requirements**

Promotion Policy

Students must meet the following criteria to move to the subsequent grade.

To promote to:	English Credits	Other Required Credits	Total Credit Hours Earned
Grade 10	English 1	Algebra I AND World History 1 OR Science	5
Grade 11	English 2	Geometry AND World History 2 OR Biology	9
Grade 12	English 3	English 3 Algebra II, Spanish I, 1.0 Elective AND US History OR Science	16

Graduation Requirements

Beginning with the class of 2016, IDEA follows the DCPS graduation requirements as follows:

Subject	Credits/Hours
Art	0.5 credits
Electives (including college prep, career/tech, or military science)	3.5 credits
English	4.0 credits
Health and Physical Education	1.5 credits
Mathematics* (including Algebra I, Geometry, Algebra II)	4.0 credits
Music	0.5 credits
Science (including Biology, 2 lab sciences, and 1 other science)	4.0 credits
Social Studies (including World History I & II, DC History, US Government, US History)	4.0 credits
World Languages*	2.0 credits
Community Service	100 hours
Total	24.0 credits & 100 hours

*See also IDEA's "Credit by Exam Policy" for Math and World Languages, when applicable.

ATTACHMENT G

Pre-Opening Visit Checklist – IDEA Public Charter School

Reviewer Name:

Review Date:

School Opening Date:

Location:

**Items should be uploaded into Epicenter*

Governance and Management

Area of Review	Examples of Acceptable Documentation	Notes/ Verification
The Board of Trustees has been established.	- Meeting minutes from the most recent board meeting* - BOT membership roster*	
Leadership roles have been filled.	- Organizational Chart with names - Contracts, including position description	
501(c)(3) status is on file at the school.	Documentation from the IRS demonstrating your school has applied at least 8 months before school opening for the 501(c)(3) status	

Staffing

Area of Review	Examples of Acceptable Documentation	Notes/ Verification
The number of teachers and staff, including special education and/ or ELL teachers.	- Staffing plan - Teacher roster	
Employee roles and responsibilities have been clearly articulated.	Staff position descriptions	
Employment policies for full-time and part-time staff have been established and are available to teachers and other staff.	- Employee Handbook* - Copies of confirmations of receipt of the Employee Handbook (e.g., form from handbook; staff meeting sign-in; etc.)	
There is documentation that initial background checks for all staff have been completed.	Background check clearances*	
Each teacher has been offered a retirement plan.	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.	Leave of absence forms on file and reflect processing through DCPS	

Area of Review	Examples of Acceptable Documentation	Notes/ Verification
Plan for when teachers are absent.	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	Notes/ Verification
Needed instructional materials and supplies have been procured for classrooms at every grade level.	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.	- School calendar—including 180 instructional days, holidays, PD days, inclement weather and emergency closure make-up days* - Class Schedules - Copy of parent/student/family handbook, or resource in which calendar was printed	
Provisions have been made for assessing and serving students with disabilities.	Evidence that needed staff is on board to provide specialized instruction or related services, or evidence that services have been contracted	

Students and Parents

Area of Review	Examples of Acceptable Documentation	Notes/ Verification
Parents and students will be provided with written information about the school including Discipline Plan (suspensions and expulsions).	Copies of parent/student/family handbook, in which the discipline policy is printed, along with evidence that parents have received it *	
Preliminary class rosters are available to teachers for planning.	Student rosters/records are on file and accessible to teachers for planning	
Intake process includes measures to identify students with disabilities.	Description of process for identifying students with disabilities (e.g., copy of information in enrollment packet)	
Valid proof of DC residency is on file for each student.	All residency forms from OSSE 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.	- 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	

Area of Review	Examples of Acceptable Documentation	Notes/ Verification
A complaint resolution process is in place and has been distributed to employees, parents, and students.	Description of complaint resolution process in employee, parent, and student handbooks *	

Operations

Area of Review	Examples of Acceptable Documentation	Notes/ Verification
Systems are in place to accurately collect and submit attendance and discipline data, and Compliance documents, including the following: -system to accurately collect and submit attendance and discipline; -system to accurately collect excused absence documentation; and -system for mandatory reporting to CFSA and/ or DC Superior Court, when applicable -system to accurately submit Compliance documents to PCSB	- Student Information System is in place - Staff member(s) have been trained on ProActive, the school's Student Information System, and Epicenter	
Arrangements have been made for food service.	- Food service contract - Record of Basic Business License (BBL) *	
Provisions have been made for health services and immunization, if appropriate.	- Evidence that health services and immunization 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	
There are written plans for such life safety procedures as fire drills and emergency evacuation.	- Written plans for life safety procedures included in faculty/student handbooks. - Fire drill schedule (two within the first ten days; monthly for the remainder of the school year) *	

Area of Review	Examples of Acceptable Documentation	Notes/ Verification
A system is in place for gathering and reporting information needed to qualify for federal entitlement programs, including reporting to PCSB.	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	
Financials (balance sheet as well as budget forecasting future expenses and revenues) are sufficient that school will be able to operate throughout the school year.	- Monthly financial statements provided to PCSB - School Budget	

Facilities, Furnishings and Equipment

Area of Review	Examples of Acceptable Documentation	Notes/ Verification
Available space (including classrooms, restrooms, and special purpose space) meets the requirements of the program and the number of students enrolled.	Space meets the needs of the program and number of students to be served	
Systems are in place for student drop-off and pick-up.	Plans detailing times and locations for student drop-off and pick-up before school, during, and after school, are in place	
Classroom furniture is available for instruction (or will be).	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.	School admin. confirms that equipment is installed and will be ready to operate by the first day of school	
A Certificate of Occupancy is on file at the school.	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*	

Area of Review	Examples of Acceptable Documentation	Notes/ Verification
Certificates of insurance, which meeting at least the minimum levels required by the PCSB, are on file at the school and PCSB.	• Certificates of insurance on file at school with coverage in accordance with their charter or meeting the minimum levels recommended here:* -<u>General Liability</u>- \$1000 per occurrence, \$2000 aggregate -<u>Directors and Officers Liability</u> - \$1000 -<u>Educators Legal Liability</u> - \$1000 -<u>Umbrella Coverage</u> - \$3000; \$5000 if providing transportation -<u>Property/Lease Insurance</u> - 100 percent of replacement cost -<u>Boiler and Machinery Insurance</u> - \$1000 (if appropriate actual loss sustained) -<u>Auto Liability Insurance</u> - \$1000 -<u>Workers Compensation</u> - As required by law	
ADA Compliance	• 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 (e.g. elevators, ramps, restroom accommodations, drinking fountains, etc). * (This requirement will be verified through Epicenter <u>and</u> on site at the facility.)	

Overall Notes:

ATTACHMENT H

IDEA Public Charter School Random Selection Process

My School DC

IDEA participates in the the My School DC common lottery, a single, random lottery that determines placement for new students at all participating schools. Student-school matches are based on the number of spaces at each school; sibling, proximity, and other lottery preferences; and how each student ranked his or her school choices. More information is available at www.myschooldc.org.

ATTACHMENT I

Disciplinary Policies and Procedures

Expectations for Student Behavior

Each student is an important and valued member of the IDEA Public Charter School community. In order to be a member in good standing, one must embody in word and action the following principles that guide who we are as a community:

- We are prepared to learn and do our best
- We respect ourselves, each other, and our community
- We take responsibility for our actions and learning
- We work together to resolve challenges in thoughtful and meaningful ways
- We celebrate our individual and collective successes

In order to live out these principles, IDEA students must consider that their actions affect not only their own and their family's reputations, but also the reputations of everyone associated with IDEA. For this reason we advocate good behavior within the school and in the larger community. Good behavior is defined as a fundamental understanding of right and wrong, respect for the rights and property of others, and the exercise of common sense. With that in mind, we have created these discipline policies to ensure that the school functions in a manner that supports a superior learning environment and student achievement. The IDEA Code of Conduct is provided so that students and families understand our expectations and the consequences for failing to meet these expectations.

Enrollment at IDEA means that students have accepted its disciplinary procedures and agree to conduct themselves appropriately. Their conduct must be consistent throughout the school day, during after school programs, at any school-sanctioned event on- or off-campus, and via cyberspace. Students should also be aware that all Code of Conduct rules apply when they are travelling to and from school, when they are leaving the building, while they are on the school grounds, and continue to apply until they have arrived at their home or other destination. Students who violate the Code of Conduct on their way to school or on their way home from school may receive disciplinary consequences. Students and families are expected to sign and return IDEA's Letter of Understanding/Commitment to Excellence, within the first two weeks of school. If the Letter of Understanding/Commitment to Excellence is not signed and returned to the school, it will be automatically enacted with a copy of the contract will be mailed home with a request for a mandatory parent conference.

At IDEA all staff, students, and community members will work to create an atmosphere of decency, trust, and respect in our school community. We believe that this is best served by having explicit behavioral expectations that all members are expected to

demonstrate on a daily basis. Behavior that prevents any member of our community from feeling unsafe or unwelcome will not be tolerated. IDEA is committed to our mission of equipping students to graduate from the school as positive members of society. Therefore, it is the expectation at IDEA that students do not encourage unsafe behavior by observing, “standing by,” or “watching.” Students are expected to report incidences of conduct violations so as to engender an atmosphere where negative behavior is not tolerated at school or school-related activities.

These behavioral expectations stem from our five guiding principles and the following violation levels give examples but not a complete list, of some of possible violations and disciplinary action to the school’s expectations.

IDEA's Code of Conduct

Level I Violations

Level 1 behaviors are defined as those behaviors that distract and/or disrupt staff members from teaching, supervising, or otherwise adequately performing their job. Level 1 violations may also be behaviors that distract and/or disrupt other students from learning and performing to the best of their abilities. These misbehaviors are often minor and are usually resolved quickly with an intervention administered by the classroom teacher or staff member who is supervising the student at the time of the misbehavior.

Level 1 violations include, but are not limited to:

- Eating or drinking outside the cafeteria
- Possession or consumption of energy drinks or prohibited food items
- Possession of non-instructional items (including electronics) at any point during the school day or a school sponsored activity
- Intentional off-task, disruptive behavior or excessive noise in the classroom, hall, or building
- Uniform violations or personal grooming outside of the restroom
- Failure to follow directions the first time or refusing to make a timely transition
- Destroying classroom, school or personal property valued at less than \$50

If a student is found to have committed a Level 1 violation of IDEA's Code of Conduct, the following disciplinary measures may be taken:

- Staff redirection
- Behavioral intervention strategies
- Conference (staff member and student)
- Before, during or after school detention
- Parent/legal guardian notification
- Loss of school privileges
- Confiscation of non-instructional item(s)
- Temporary removal from activity
- School/community work tasks

Level 2 Violations

Level 2 behaviors are defined as those behaviors that create or contribute to a physically or emotionally unsafe learning environment for staff or students. These behaviors require staff to immediately intervene, and for student(s) to immediately stop the behaviors and reflect on how their behaviors are impacting others.

Level 2 violations include, but are not limited to:

- Destruction of school or personal property valued at more than \$50 but less than \$500
- Using profanity or offensive words or gestures towards others (non-sexual or threatening)
- Disrespectful words, actions, or gestures towards other students
- Taunting, mocking, "teasing," "just playing with," "joning," "dissing," or making fun of others
- Roughhousing or playfighting, slap boxing, sparring
- Horseplay or running in the classroom, hall, or building
- Truancy/skipping class, being out of area
- Forgery (including hall passes) or lying or giving misleading information to staff
- Insubordination, or repeated refusal to follow instructions given by staff or arguing with a staff member
- Cheating or copying another student's work on a major assignment
- Inappropriate use of instructional technology (laptops, digital cameras, etc.) including use without permission or accessing inappropriate content
- Refusal to surrender electronic device to staff
- Possession of drug paraphernalia

If a student is found to have committed a Level 2 violation of the IDEA's Code of Conduct, the following disciplinary actions may be taken, in addition to all Level 1 disciplinary actions:

- Mediation
- Counseling/intervention
- Suspension from extracurricular school activities
- Loss of privileges for an extended period of time or criteria period
- In-school suspension (from a class period to up to three days)
- Parent/legal guardian conference with staff or administrator
- Disciplinary probation
- Out-of-school suspension (1-10 days)

Level 3 Violations

Level 3 behaviors are defined as those behaviors that are dangerous, unsafe, and illegal in a school environment. These behaviors require staff to immediately intervene, student(s) to immediately stop the behaviors, the building administrator to conduct an investigation to determine whether student(s) acted in a way that was dangerous or illegal, and to determine the appropriate disciplinary action.

Level 3 violations include, but are not limited to:

- Threatening words or offensive gestures (verbally, electronically, or written)
- Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age, marital status, family responsibilities, matriculation, political affiliation, disability, income, or sexual orientation
- Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs)
- Possessing or distributing material or literature that is disrespectful, demeaning, humiliating, obscene, or damaging to students or staff. This includes posting material on the Internet or sending material electronically
- Tampering with, pulling fire alarm, or using extinguishers in non-emergency situations
- Damaging or defacing school or private property valued at more than \$500
- Stealing or attempting to steal school or private property, or knowingly receiving stolen or private property
- Leaving the school premises or a school- sanctioned activity without permission; trespassing on school grounds after-hours or during a suspension
- Instigating or encouraging (verbally or non-verbally) the aggressive or threatening behavior or actions of others
- Refusing to properly follow the security protocols (wandering, bag checks, etc.)
- Criminal act or any behavior or other conduct not specifically enumerated in any other class that causes disruption to the academic environment, disruption to the school operation, destroys school property, or causes significant harm to self or others

If a student is found to have committed a Level 3 violation of the IDEA's Code of Conduct, the following disciplinary actions may be taken, in addition to all Level 2 disciplinary actions:

- Removal from extracurricular activities for remainder of school year
- Restricted privileges for remainder of school year
- Out-of-school suspension (1-10 school days) and parent/legal guardian conference
- Disciplinary probation
- Disciplinary review hearing

Level 4 Violations

Level 4 behaviors are defined as those behaviors that are dangerous and pose a serious threat to the safety of staff and students. These behaviors require staff to immediately intervene, the building administrator to conduct an investigation to determine whether student(s) acted in a way that was dangerous or illegal (which may include involving the police) and for a parent/legal guardian to immediately come to the school to meet with administration and pick up the child.

Level 4 violations may include, but are not limited to the following behaviors:

- Repeated/multiple Level 3 behaviors
- Threatening actions or behavior (verbal and non-verbal), bullying or harassment of students or staff (physical, verbal, or electronically), hazing, extortion
- Fighting or showing physical aggression towards students or staff
- Attempting to or threatening to cause physical harm to a staff member or school personnel (assault), including making terrorist threats
- Possession, sale, distribution or use of drugs, alcohol, chemical or organic solvent used to induce euphoria or hallucinations, or other prohibited items, including over-the-counter or prescription medication
- Committing or attempting to commit sexual assault or battery
- Any behavior or other conduct not specifically enumerated in any other class that causes disruption to the academic environment, disruption to the school operation, destroys school property, or causes significant harm to self or others
- Possession or use of mace, pepper spray or any item that can be used as a concealed weapon
- Rioting, group disobedience or disturbance, fighting
- Planning a fight or assault (premeditated participation of self or others)

If a student is found to have committed a Level 4 violation of the IDEA's Code of Conduct, the following disciplinary actions may be taken, in addition to all Level 3 disciplinary actions:

- Out-of-school suspension (including long-term suspension)
- Pre-expulsion behavior contract with improvement plan
- Expulsion/recommendation for dismissal
- Police notification

Consequences and Procedures

Academic and Discipline Meetings

A parent/legal guardian may be required to attend and participate in open houses, conferences, or meetings related to a student's academic or disciplinary performance to determine the necessary next steps and/or consequences.

Detentions (Teacher and Administration Issued)

Detentions are held before school, during lunch, or after school for a period of between 30 minutes to two hours depending on the length of time assigned by the teacher or the administrator. Students must immediately report to the designated room within five minutes of the start time. A detention list will be posted in a common area for student reference.

A student who fails to serve a detention (including being tardy), or does not follow the rules of detention the first time will face further disciplinary action, which can include, but is not limited to, being reassigned to serve that detention, serving an extended detention, a mandatory parent/school discipline meeting, in-school suspension, or out-of-school suspension.

In-School Suspension

During an in-school suspension (ISS), the student remains in school but is not permitted contact with other students, in order to provide the opportunity for individual behavior modification. ISS is assigned by a school administrator. Students who are in ISS are marked absent from class. While in ISS, students will not be allowed to participate in any school activities but will be expected to complete their missed work for the day as well as a reflective ISS work packet. Failure to complete ISS work or to follow ISS rules may result in additional ISS days, a parent/school discipline meeting with the administration, out-of-school suspension, and/or other disciplinary actions.

Out-of-School Suspension

Out-of-school suspension (OSS) involves separation from the school and all school activities for a specified period of time, which is determined by an administrator. The primary intent is to impress upon the student and parent/legal guardian that a serious behavior problem exists and that steps must be taken to ensure that the behavior is not repeated. A student who has earned OSS will be required to complete a reflective work assignment during his/her time out of school. The packet must be completed prior to a student re-entering classes and must be presented at the student/family re-entry meeting. A student and parent/legal guardian must participate in a re-entry meeting prior to the student being allowed to resume his/her normal class schedule.

Students who have earned OSS are responsible for completing any missing

class-related work while out of school. Parents/legal guardians may make arrangements with the front office to collect the work.

If a student whose presence in school poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, may be immediately removed from school provided that, as soon as possible, the student will have the opportunity to explain his/her side of the story.

If a student is suspended, the following steps will be taken:

1. The parent legal guardian will be contacted by the administrator or another representative of the school and will be asked to pick up the student as soon as possible or to grant permission to send the student home. The representative will inform the student and his or her parent/legal guardian of the length of suspension and applicable procedures regarding the suspension.
2. While serving OSS, students will be required to complete a reflective work assignment. The completed work must be presented at the re-entry meeting held with a member of the administrative team, the student and the parent/legal guardian.
3. IDEA Public Charter School will present (verbally, electronically, or through mail), a re- entry meeting date and time to the parent/legal guardian, along with the notice of suspension, which will include an offer to meet with the parent/legal guardian.
4. The student and parent/legal guardian meet with appropriate staff before the student will be allowed to return to school or resume his/her regular schedule. During this meeting a student may be placed on disciplinary probation. If a student is already on disciplinary probation, the student's status at IDEA Public Charter School will be evaluated.

When a student is serving an OSS, s/he may not be on school grounds before school, during the school day, or after school, or attend any IDEA-sponsored event. Students who violate this policy will be considered trespassing and may face additional consequences.

A manifestation determination meeting will be held for a student who holds an IEP and has been or would be suspended from school for a period of 10 days or more, per IDEA guidelines.

Parent/Guardian Shadowing

As an intervention, the administration may invite a student's parent/legal guardian to shadow his/her student during the school day to observe behaviors that the student displays throughout the course of the day. All parents/legal

guardians must attend a visitor's orientation prior to the observation.

Reflection Assignment

- In-class - As an intervention, there may be times that a student will be instructed to move to a quiet area of a classroom to complete a reflection assignment as a means of refocusing the student and keeping him/her in class.
- Out-of-class - Any student who earns a detention, in-school suspension, or out-of-school suspension is expected to complete a reflection assignment. These assignments are written assignments that are designed to challenge students to continually reflect on their choices, particularly when they violate the school Code of Conduct. The assignment will vary in length and theme, depending on the situation and is left to the discretion of the teacher or administrator. Examples of assignments are letters of apology, research papers, and essays.

Reflection assignments are mandatory and failure to complete them in the timeframe given may result in further disciplinary actions being taken.

Restitution

A method of holding students accountable for their wrongdoing or inappropriate action. The school may require that a student makes a monetary or non-monetary repayment to the school or victim for the reasonable value of the property lost, damaged, broken, or destroyed as the result of student negligence or vandalism.

Parent/Guardian Participation and Guiding Principles Conference

A parent/legal guardian of a student may be required to participate in an action taken by IDEA in connection with a student's disruptive or inappropriate behavior, academic concerns or attendance concerns. If a student is disciplined and/or suspended for the remainder of a school day, one of the student's parents/legal guardians must pick up their child at school in a timely manner as requested by the school, or grant the school permission to send the child home. If the parent/legal guardian cannot come up to school within the given time frame, refuses to come to the school, or is non-responsive to the school's attempts to establish contact, the school, IDEA may issue the student in-school-suspension, or out-of-school suspension until the parent/legal guardian has met with school officials. Repeated non-compliance of a parent/legal guardian with this policy may be considered "educational neglect," and the school may be required to contact Child and Family Services and/or local authorities.

Disciplinary Probation

A student who has committed repeated violations of the Code of Conduct and/or a major violation of the Code of Conduct may be placed on disciplinary probation. Prior to the imposition of disciplinary probation, IDEA Public Charter School will

provide the student and his or her parents/legal guardian with an opportunity for an informal conference as in the case of suspension, above. If placed on disciplinary probation, the student and his or her parent/legal guardian will be notified in writing that the student has violated school policy and that future violations will incur more stringent disciplinary action, up to and including expulsion from IDEA Public Charter School.

If, while on disciplinary probation, a student violates another major school policy, s/he may be expelled. Each violation is treated on a case-by-case basis.

The length of disciplinary probation and its conditions will be determined individually for each student by the administration. Probation is a serious status with severe consequences. Students can be expelled for violations of disciplinary probation.

A student's dean will make reasonable attempts (three phone calls or written communications or email or any other form of contact) to contact a parent/legal guardian regarding a student's disciplinary probation status. If a parent/legal guardian fails to communicate and/or refuses to sign a contract, the contract shall be enacted. A final copy of the contract will be provided to the parent/legal guardian.

Steps in Disciplinary Probation:

1. After a student is placed on disciplinary probation, s/he will be required to attend a conference with the dean and/or another member of the administrative team and his or her parent/legal guardian.
2. During this conference a disciplinary probation contract will be signed stating behavioral goals, interventions, and supports IDEA will provide, and/or a timeline for meeting behavioral goals (e.g. no ISS or OSS and fewer than three detentions).
3. If a student meets the stated expectations of the disciplinary probation, s/he will be reviewed by their dean and/or administration at which point s/he may be removed from disciplinary probation.
4. If a student fails to meet the stated goals of the disciplinary probation contract, the student would be subject to further disciplinary action, which may include a final probation contract or expulsion from IDEA Public Charter School.
5. If the student violates disciplinary probation, s/he may be placed on a final probation contract, if the violation does not warrant expulsion. This contract is a serious document that makes clear that repeated minor or major violations of the Code of Conduct could result in expulsion from IDEA Public Charter School.
6. If a student meets the stated expectations of the final probation contract, s/he will be reviewed by his or her dean and/or administration at which point s/he will be placed on disciplinary probation.
7. If a student fails to meet the stated goals of the final probation contract, a

disciplinary hearing will be scheduled and administration will review the student's behavior to date and make necessary recommendations which could result in expulsion from IDEA Public Charter School.

Expulsion

Students may be expelled for:

- Any Level 4 violation.
- Extreme violations of the Code of Conduct that significantly and demonstrably harm the educational environment of IDEA Public Charter School or harm the safety or security of IDEA students, staff, faculty, or others associated with IDEA Public Charter School.
- Repeated violations of the Code of Conduct after appropriate remediation has been attempted.
- Violation of disciplinary probation or a final probation contract.

When expulsion is recommended, the school will do the following to ensure due process:

1. Provide written notice of the intent to expel the scholar to the child's parent/guardian. The vice principal or principal will inform the parent/guardian by telephone and in a meeting with the child and parent, in which they will also provide written notice (in the native language of the parent/guardian) of the proposed expulsion. Parents will be required to sign a document indicating that they have received written notice of the recommended expulsion.
2. Within five school days of the decision to recommend expulsion, the principal will hold a meeting to determine whether or not the school will move forward with a formal expulsion hearing and an independent hearing officer.
3. Following the principal's meeting, the parent/guardian will receive verbal and written documentation of the findings and recommendations from the principal or vice principal. If the recommendation for expulsion is upheld by the principal, the parent/guardian will be informed in writing of the scholar's right to a hearing. If the decision is overturned, the principal or vice principal will notify the parent/guardian that the student may return to school after the completion of the 10-day suspension.
4. The school will notify the parent/guardian of the scheduled expulsion hearing date and time. The hearing must be held within five school days of receipt of the notice of the administrative decision to recommend expulsion.
5. If a parent/guardian and/or scholar does not attend the expulsion hearing, he/she automatically waives the right to a hearing and the expulsion recommendation is upheld. Therefore, the school will proceed with its

determination regarding the proposed charges and the ruling of the disciplinary panel. The findings from the hearing will be approved and take effect immediately. Appeals will not be accepted from students who do not appear at the initial hearing

6. The expulsion hearing consists of an independent hearing officer (someone not affiliated with IDEA Public Charter School) who will consider all evidence, including possible mitigating factors, any statements heard on behalf of the school or student, the IDEA Public Charter School Code of Conduct, prior conduct, and academic performance and attendance record.
7. Within three business days, the school shall provide written notice to the parent/guardian regarding its final determination. Any appeal of the decision for due process reasons must be submitted in writing to the Head of School and Board Chair within 7 days of the official notice date.
8. If the hearing officer determines that an expulsion is not warranted, then the scholar can return to school immediately. A scholar who is expelled may not apply for readmission to IDEA public charter school.

These procedures will also be made clear in the written notice that is given to the parent/guardian following the principal's meeting.

ATTACHMENT J



INTEDES-02

MGL

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

9/30/2014

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Associated Insurance Management, Inc. 3140 West Ward Rd Suite 105 Dunkirk, MD 20754	CONTACT NAME: M. Goldie Lohmar	
	PHONE (A/C, No, Ext): (301) 812-2083	FAX (A/C, No): (877) 732-6148
	E-MAIL ADDRESS: mglohmar@aimcommercial.com	
	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A : Hartford Fire Insurance Co.	19682
	INSURER B : Hartford Casualty Insurance Co	29424
	INSURER C :	
	INSURER D :	
	INSURER E :	
	INSURER F :	

INSURED Integrated Design Electronics Academy Public Charter School, Inc. 1027 45th Street, N.E. Washington, DC 20019	INSURER A : Hartford Fire Insurance Co.		19682
	INSURER B : Hartford Casualty Insurance Co	29424	
	INSURER C :		
	INSURER D :		
	INSURER E :		
	INSURER F :		

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS		
A	☒ COMMERCIAL GENERAL LIABILITY ☐ CLAIMS-MADE ☒ OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: ☐ POLICY ☐ PROJECT ☒ LOC ☐ OTHER:			42UUNIA3641	09/18/2014	09/18/2015	EACH OCCURRENCE	\$ 1,000,000	
							DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 300,000	
							MED EXP (Any one person)	\$ 10,000	
							PERSONAL & ADV INJURY	\$ 1,000,000	
							GENERAL AGGREGATE	\$ 2,000,000	
							PRODUCTS - COMP/OP AGG	\$ 2,000,000	
									\$
A	AUTOMOBILE LIABILITY ☐ ANY AUTO ☐ ALL OWNED AUTOS ☒ HIRED AUTOS ☐ SCHEDULED AUTOS ☒ NON-OWNED AUTOS			42UUNIA3641	09/18/2014	09/18/2015	COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000	
							BODILY INJURY (Per person)	\$	
							BODILY INJURY (Per accident)	\$	
							PROPERTY DAMAGE (Per accident)	\$	
								\$	
B	☒ UMBRELLA LIAB ☒ OCCUR ☐ EXCESS LIAB ☐ CLAIMS-MADE DED ☒ RETENTION \$ 10,000			42RHUIA3465	09/18/2014	09/18/2015	EACH OCCURRENCE	\$ 3,000,000	
							AGGREGATE	\$	
								\$ 3,000,000	
								\$	
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		Y / N	42WEDO0257	09/18/2014	09/18/2015	PER STATUTE		
								OTH-ER	
							E.L. EACH ACCIDENT	\$ 500,000	
							E.L. DISEASE - EA EMPLOYEE	\$ 500,000	
							E.L. DISEASE - POLICY LIMIT	\$ 500,000	
A	EDUCATORS LEGAL			42UUNIA3641	09/18/2014	09/18/2015	\$10,000 Deductible	1,000,000	
A	DIRECTORS & OFFICERS			42UUNIA3641	09/18/2014	09/18/2015	\$10,000 Deductible	1,000,000	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER

CANCELLATION

FOR INFORMATIONAL PURPOSES

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

ATTACHMENT K

Key Personnel

Board of Directors

Suzie Dixon

Edward Dunson

Joanne D. Fort

Delmar and Natasha Freeman

Lakeshia Highsmith

David H. Johnson

Brenda Lidell

Kelly Nakamoto

David Owens, *Chair*

Angel Riley

Garrett Rush

Calvin R. Snowden

Keith T. Stephenson

School Leadership

Justin Rydstrom

Head of School and Interim Executive Director

Lanette Bacchus

Principal

Appendix D

DISTRICT OF COLUMBIA BOARD OF EDUCATION

PUBLIC CHARTER SCHOOLS OFFICE

**INTEGRATED DESIGN ELECTRONICS ACADEMY (IDEA)
PUBLIC CHARTER SCHOOL**

A FIVE-YEAR REVIEW

SY 1998-1999 THROUGH SY 2002-2003

FINAL REPORT

The Green-Hamdy Group
Education and Management Consulting
11500 Lottisford Terrace
Mitchellville, MD 20721
Telephone: 301-249-6356 Cell: 202-744-2807
E-Mail: shelagh2@mindspring.com

February 25, 2005

Col. Norman Johnson
Executive Director
IDEA Public Charter School
49th and Lee Streets, N. E.
Washington, D. C. 20019

Dear Col. Johnson:

Attached, for your information and review, is a draft of the report of the Five-Year Review of the Integrated Design Electronics Academy (IDEA) Public Charter School. Please review the document, and provide corrective and additional information as needed. Also, several documents (Certificate of Incorporation, Articles of Incorporation, and Bylaws) are needed for completion of the report. I will call your office on Wednesday, March 2, 2005 to ascertain the availability of the information and to schedule a meeting for our discussion of the document should you need clarification or more information.

I regret the delay in completing this important report, and would like to submit the final iteration to Dr. Brenda H. Bolton, Executive Director, Public Charter Schools, not later than Tuesday, March 8, 2005.

Should you have questions, please call me on 301-249-6356 or 202-744-2807.

Best wishes for your continued success.



Sheila G. Hamdy, Ph.D.

cc: Dr. Brenda Bolton
Ms. Mary Bunn

DISTRICT OF COLUMBIA BOARD OF EDUCATION
Public Charter Schools Office

A Five-Year Review of the
Integrated Design Electronics Academy (IDEA) Public Charter High School

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DISTRICT OF COLUMBIA BOARD OF EDUCATION
Public Charter School Office

A Five Year Review of

THE INTEGRATED DESIGN ELECTRONICS ACADEMY (IDEA) PUBLIC CHARTER SCHOOL

EXECUTIVE SUMMARY

The D. C. School Reform Act of 1995, as amended, provides:

Section 31-2853.22

(3) *Review* – An eligible chartering authority that grants or renews a charter pursuant to paragraph (1) or (2) of this subsection shall review the charter –

(A) at least once every five years to determine whether the charter should be revoked for the reasons described in subsection (A)(7)(A) or (B) of 31-2853.23 in accordance with the procedures for such revocation established under 31-2853.23(c); and

(B) once every 5 years, beginning on the date that is five years after the date on which the charter is granted or renewed, to determine whether the charter should be revoked for the reasons described in 31-2853.23(a)(1)(B) in accordance with the procedures for such revocation established under 31-2853.23(c)

The five-year review of the Integrated Design Electronics Academy (IDEA) Public Charter School (School) was undertaken pursuant to the mandate of the D. C. School Reform Act of 1995, as amended. Based on the findings of the review reported herein, recommendation is made for continuation of the School. It is important that the Board of Education (Board) continue tracking the academic progress of students and the school improvement requirements of the Middle States Commission. (See Appendix F)

The School was founded by a committee of parents, community representatives, and staff of the IDEA School-Within-School Charter based at the Phelps Career Development Center who responded to the District of Columbia Board of Education's (Board) request for applications/petitions for establishing public charter schools in the District of Columbia. On July 1, 1998, the Board authorized the establishment of the Integrated Design Electronics Academy (IDEA) Public Charter School (School) which opened for faculty and staff in August 1998 and for students in September 1998. Over the initial five-year period, the School met many of the challenges of a new enterprise and continued efforts to strengthen the education program.

The School began with an interim Board of Trustees (Trustees) comprised of nine persons and subsequently elected twelve (12) Trustees that included seven (7) of the original/interim members. Fifty percent of the first elected Trustees continued over the five-year period; also, the Executive Director, Principal/Director of Education, and other members of the management team served in their respective capacities over the five-year period. The continuity of leadership by the governance body and the management team over the five-year period appears to be an important factor in the stability of the governance and management structure of the School.

Student achievement in reading and mathematics fluctuated over the five-year period although the School posted a slight decrease in the percentage of students performing *Below Basic* in reading and a slight increase in the percentage of students performing *Below Basic* in mathematics from 1999 to 2003. The School posted slight increases in the percentage of students performing at the proficient level in both reading and mathematics, also, with minor fluctuations over the five-year period. Although IDEA ranked sixth among the Board's fifteen schools when ranked on the basis of the SY 2000-2001 SAT 9 scores, (See Appendix E,) the percentage of students performing below basic in both reading and mathematics remains critically high, and the percentage of students performing on the proficient level in reading and mathematics remains extremely low.

DISTRICT OF COLUMBIA BOARD OF EDUCATION
Public Charter Schools Office

A Five-Year Review of

THE INTEGRATED DESIGN ELECTRONICS ACADEMY (IDEA) PUBLIC CHARTER SCHOOL

In its SY 2001-2002, the School was accepted as a candidate for accreditation by the Middle States Accreditation Association, and in November 2003, received a certificate of accreditation for a five-year period. The School must continue in the Middle States School Improvement Program and meet the requirements outlined in the terms and conditions.

The Trustees have implemented effective fiscal management and accounting practices, balanced the budget in each year, and received an unqualified external audit of the financial statement in each year. Moreover, the School is purchasing the site (George Washington Carver School) to which it moved during the second year of operation.

Review of Draft Report

On February 25, 2005, a copy of the draft report, transmitted by letter to the Executive Director, was delivered to the School. (See Appendix G.) Additional information and corrections were submitted by the School on March 9, 2005.

Organization of the Report

This report is organized in five sections:

Section I:	Directory Information
Section II:	Background Information
Section III:	Report of Findings: The Education Program and Student Performance
Section IV:	Report of Findings: Governance and Management
Section V:	Report of Findings: Fiscal and Assets Management

DISTRICT OF COLUMBIA BOARD OF EDUCATION
Public Charter Schools Office
A Five-Year Review of

THE INTEGRATED DESIGN ELECTRONICS ACADEMY (IDEA) PUBLIC CHARTER SCHOOL

SECTION I: DIRECTORY INFORMATION

Address of School: 1027 45th Street, N.E.
Washington, D. C. 20019

Telephone No. (202) 399-4730

Fax No. (202) 399-4387

E-Mail

Period of Charter: July 1, 1998 – June 30, 2013

Years of the Five-Year Review: 2003, 2004, 2013

Chairperson – Board of Trustees: Lt. Col. Joseph Stull (SY 2003-2004 – during the time of data collection for the five-year review)

Key Administrators/Manager (SY 2003-2004 – during the time of data collection for the five-year review):

Executive Director: Col. Norman Johnson
Director of Education/Principal: Col. William Dexter
Financial Manager: Col. James Gaurier

Date of Incorporation: October 9, 1997

Incorporators: Donald DeLauro (BG, ret.)
Gloria Patten, Ph.D.
Marsha Brevard

Mission: *To develop young people with the academic, social, leadership, and occupational skills to compete successfully in post secondary education/training and enter challenging careers in the technical fields of work, prepare students for the competitive high tech careers now required in the 21st Century; and develop students who will not only have improved test and aptitude scores but will work more cohesively as team members.*

Board of Trustees

<u>Chairman</u>	<u>SY 1998-1999</u>	<u>SY 1999-2000</u>	<u>SY 2000-2001</u>	<u>SY 2001-2002</u>	<u>SY 2002-2003</u>
Donald DeLauro, Chair	Donald DeLauro, BG, Chair	Donald DeLauro, BG, Chair	Everett Cardwell, Chair	Barbara Bush, Esq., Chair	Joseph Stull, Chair
Barbara Bush, Esq.	Barbara Bush, Esq.	Barbara Bush, Esq.	William Dexter, Col.	Everett Cardwell	Everett Cardwell
Gloria Patten, Ph.D.	Joseph Stull, Col.	William Dexter, Col.	Norman Johnson, Col.	William Dexter, Col.	William Dexter, Col.
Charles H. Hickey,	Susie Dixon	Charles Jones, Capt.	Gloria Patten, Ph.D.	Susie Dixon	Norman Johnson, Col.
Harriet Pettit	Harriet Pettit, Col.	Susie Dixon	Susie Dixon	Gloria Patten, Ph.D.	Gloria Patten, Ph.D.
Anthony Bell	William Dexter, Col.	Myshelle Gilmore	Charles Lewis	Deborah Lancaster	Susie Dixon
William Dexter, Col.	Donald A. Tapscott, Col.	Gloria Patten, Ph.D.	Myshelle Gilmore	Harry Robinson, III	Stanley Coyne
Donald Tapscott, Col.	Marsha Brevard	Joseph Stull, Col.	Joseph Stull, Col.	Charles E. Smith	Deborah Lancaster
Marsha Brevard	Norman N. Johnson, Col.	Harriet Pettit, Col.	Donald Tapscott, Col.	Joseph E. Stull, Col.	Harry Robinson
	Charles Jones	Donald Tapscott, Col.	Marsha Brevard	William Spaulding	Charles Smith
	Myshelle Gilmore	Marsha Brevard	Emily Washington	Norman Johnson, Col.	William Spaulding
	Joseph Stull, Col.	William Spaulding	William Spaulding	Stanley R. Coyne	
		Emily Washington (S/2002)		James Gaurier	

(Monitors need an even number of members in the following years: 1998-1999, 2000-2001, and 2001-2002. An odd number of members is required.)

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SECTION II: BACKGROUND INFORMATION

A. Legislative Mandate

The D. C. School Reform Act of 1995, as amended, provides:

Section 31-2853.22

(4) Review – An eligible chartering authority that grants or renews a charter pursuant to paragraph (1) or (2) of this subsection shall review the charter –

(A) at least once every five years to determine whether the charter should be revoked for the reasons described in subsection (A)(1)(A) or (B) of 31-2853.23 in accordance with the procedures for such revocation established under 31-2853.23 (c); and

(B) once every 5 years, beginning on the date that is five years after the date on which the charter is granted or renewed, to determine whether the charter should be revoked for the reasons described in 31-2853.23(a)(1)(B) in accordance with the procedures for such revocation established under 31-2853.23(c)

B. Historical Perspective

The Integrated Design Electronics Academy (IDEA) initially existed as an academy program of the Phelps Career Development Center and was funded by the U. S. Department of Education from 1993 to 1996. IDEA also was one of the original school-within-a-school charters established by the District of Columbia Public Schools prior to the enactment of the D. C. School Reform Act of 1995 as amended. In October 1997, a coalition of parents, educators, and community representatives responded to the District of Columbia Board of Education (Board) request for applications/petitions to establish public charter schools in the District of Columbia. Following the Board's review of the petition, interviews with the applicants, and the applicants' submission of additional information, as requested, the Board authorized the establishment of School. On July 1, 1998, the Board and the Trustees signed the charter contract which, with the approved application/petition, constituted the charter for the School. (See Appendix C).

In correspondence of July 30, 1998, the Board advised the Trustees of the timeline for meeting accountability requirements as outlined in the contract, inclusive of submission of the school's accountability plan.

The School officially opened in September 1998 and completed the five-year period for which this review was undertaken on June 30, 2003.

The School was initially housed at the Taft School building at 18th and Perry Streets, N. E., but relocated to the current site, the George Washington Carver School building at 45th and Lee Streets, N. E. in 1999. Subsequently, the School purchased the Carver School building.

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C. Special Education Status

For purposes of Part B of the Individuals With Disabilities Act (IDEA) and Rehabilitation Act of 1973, the School elected to be treated as a Local Education Agency and, over the five-year period, has taken the necessary action to ensure that identified students were provided an appropriate education. In December 1998, the School submitted the *Special Education Plan* that outlined the process for full delivery of services from the point of referral through evaluation/assessment, development of Individualized Educational Plans (IEPs), and delivery of special education and related services.

D. Monitoring and Review Process

During the period of February 2004 through May 2004, a monitoring team of seven (7) professionals collected data and information, which informed both the SY 2003-2004 annual monitoring and the five-year review. The governance body, management team, faculty, staff, parents and students were very cooperative and open in providing information about all aspects of the School. The vision for students and the school was evident, particularly in discussions with management and governance teams.

On February 25, 2005, a copy of the draft report, transmitted by letter to the Executive Director, was delivered to the School. (See Appendix G.) On March 9, following a review of the draft, the School submitted additional and corrective information.

Five-Year Review Coordinator: Shelia G. Hardy, Ph.D., The Green-Handy Group, Management and Education Consulting

E. The Charter

The charter is comprised of two sections: (1) the approved petition for establishing the School and (2) the contract between the Board and the Trustees. Key elements of the charter are presented in this section.

1. The Approved Application/Petition (Excerpts)

Focus:

Integrate academic and vocational course work using the JROTC Program for team work and leadership. A solid background in mathematics, science, and English will be stressed so that students will be able to score well on assessment tests as well as prepare themselves for higher education and the world of work.

Target Population:

- ✓ *Students throughout the city with an interest in technical learning, school-to-work apprenticeships and JROTC training;*
- ✓ *A mix of students who desire challenging curricula and success;*
- ✓ *Youth at risk; and*

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- ✓ *Level I special education students.*

Additionally, the average student.

- ✓ *Will enroll with a GPA of less than 2.0;*
- ✓ *Have below-average mathematical and science skills;*
- ✓ *Test below the national average; and*
- ✓ *Will be somewhat undisciplined.*

Table 1

Projected/Planned Enrollment Over the Initial Five-Year Period

<i>Actual SY 1998-1999</i>	<i>Projected SY 1999-2000</i>	<i>Projected SY 2000-2001</i>	<i>Projected SY 2001-2002</i>	<i>Projected SY 2002-2003</i>
150	175	220	225	225

The charter provided the enrollment would progress from approximately 40 to 58 students in grade 9; 40 to 58 students in grade 10; 35 to 55 students in grade 11; and 35 to 52 students in grade 12 over the five-year period.

Academic Goals

- ✓ *Ensure graduation rates over 90%;*
- ✓ *Ensure college or meaningful employment by September of the June graduation year.*
- ✓ *Raise grade point average — increase by an average of 5% per year; and*
- ✓ *Improve PSAT, SAT, and ASVAB test scores between 7% and-10% each year. Students will be tested and retested based on academic fundamentals until SAT averages are between 800 and 1000*

Non Academic Goals

- ✓ *Ensure an environment that encourages attendance and reduces alternatives;*
- ✓ *Provide an opportunity for eligible seniors to obtain financial aid;*
- ✓ *Improve citizenship (student discipline, citizenship, team work through repetitive team building exercises and performance tests);*

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- ✓ *Integrate learning and work experiences through experiential hand-on work-related experiences;*
- ✓ *Incorporate youth development activities (e.g., JROTC leadership, team work activities, field trip opportunities for earning and service with the community,*
- ✓ *Receive more than a high school diploma (e.g., advanced standing in college, a resume of work experiences, contacts with employers and other credentials showing work experiences.*

Objectives of the IDEA Public Charter School will be facilitated through the use of information technology including, but not limited to, computers, scanners, printers, modems, CD-ROMs, laser discs, video cameras, video players, telephones, and videophones.

The charter outlined the following career areas:

- ✓ *Communications and Digital Electronics*
Designed to provide basic knowledge of electronic circuitry (e.g., radio, television, VCR, etc.)
- ✓ *Residential and Industrial Electronics*
Designed to prepare the students for employment in the electrical wiring and industrial electronics areas as an entry level experience.
- ✓ *Engineering and Drafting*
Designed to prepare students for employment in the technical drafting areas as an entry level employee.
- ✓ *Fluid Power*
Designed to provide basic knowledge of robotics, programmed milling operations, and the study of the properties of fluids and fluid flow.

IDEA has a dual focus of Engineering Design and Electronics and integrates the leadership and team work skills through JROTC. Each career focus area is designed to train students in the basic reading, writing, comprehension, team work, and problem solving skills that are required by all Engineering Design and Electronics careers in the modern U. S. economic and business areas.

2. Contract Between the Trustees and the Board of Education

The contract between the Trustees and the Board of Education was signed by the following Trustees on July 1, 1998:

Donald J. Delandro	Marsha J. Brevard
Barbara L. Bush	Anthony C. Bell
Homer Pettit, Jr.	

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Major sections of the contract are presented below, and a copy of the contract is presented as Appendix A of this document.

General Terms of the Agreement
Focus of the Integrated Design Electronics Academy Public Charter School (IDEA)
Board of Trustees (composition/rule pursuant to the D. C. School Reform Act)
Educational Program
Student Assessment
Tuition, Fees and Payments
Accountability
Facility
Background Checks
District of Columbia Public School System Services
Articles of Incorporation
Licensure and Accreditation
Reporting Requirements
Census
Compulsory School Attendance
Membership/Calculation of Number of Students
Annual Report
Annual Audits
Fees
Contracting Authority
Application for Charter Renewal
Annual Payments
Revocation

3. **Accountability Plan**

In accordance with the School's charter (contract with the Board), the school developed an accountability plan with annual and multi-year goals and objectives. The accountability plan was submitted on July 29, 1998.

The academic goals/objectives and the nonacademic goals and objectives for students and the school as a whole were outlined on pages 6 and 7 of this report and are discussed in *Section III: Report of Findings: The Education Program and Student Performance*.

4. **Memorandum of Agreement**

In April 2001, the Board and the Trustees entered into a letter of agreement relative to issues cited during the monitoring visit in SY 2000-2001. Subsequent improvement plans have been developed following monitoring visitations.

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SECTION III: REPORT OF FINDINGS – THE EDUCATION PROGRAM AND STUDENT PERFORMANCE

Table 2.

Official Student Enrollment Over the Five-Year Period

SY 1998-1999	No.	SY 1999-2000	No.	SY 2000-2001	No.	SY 2001-2002	No.	SY 2002-2003	No.
9th		9th		9th		9th		9th	
10th		10th		10th		10th		10th	
11th		11th		11th		11th		11th	
12th		12th		12th		12th		12th	
SY 98-99 Total	90	SY 99-00 Total	150	SY 00-01 Total	164	SY 01-02 Total	193	SY 02-03 Total	226
Official Enrollment	90	Official Enrollment	150	Official Enrollment	164	Official Enrollment	193	Official Enrollment	226

Enrollment by grade for each of the five years is needed.

Table 3.

Average Daily Membership and Average Daily Attendance

Year	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Average Daily Membership	92	154	174	196	227
Average Daily Attendance	56	109	115	147	181

THE INTEGRATED DESIGN ELECTRONICS ACADEMY (IDEA) PUBLIC CHARTER SCHOOL.

A. The Educational Program

Over the five-year period, the School used a comprehensive approach to testing and tracking student and overall school progress.

Management, faculty and staff demonstrated commitment to student achievement and success and used varied approaches to assessing students' instructional levels, academic deficits, and overall educational needs. Data analysis of Stanford 9 data was conducted each year and other assessments were used for instructional planning and overall school planning, including, but not limited to, the Hotel and Morrison, McCall reading assessments and school constructed mathematics tests.

The School established the requirement that students must earn a minimum grade of "C" in all classes with a goal of having all students achieve at the "Basic" or above level as measured by the Stanford 9.

• **SY 1998-1999**

During monitoring visits, observations such as the following were reported:

- ✓ *Students were actively engaged, both in the discussions and chalkboard activity in which they defined new words for reading Lord of the Flies.*
- ✓ *Development of critical thinking skills using divergent and convergent reasoning activities was observed in several classrooms.*
- ✓ *Geometric concepts were integrated into the lesson through questions that related to ratios and angles.*
- ✓ *The development of proportions was developed in the mechanical drawing (first year drafting) class, thus reinforcing skills and concepts developed in the mathematics classes.*
- ✓ *The computer class observed was like "a page right out of a methods textbook." Concept and skill development were evident.*

Monitors also made observations such as the following:

- ✓ *Lack of classroom management and no evidence of instruction in one social studies classroom.*
- ✓ *The students who were observed as enthusiastic participants in one class appeared unmotivated in the JROTC class. The teacher also appeared less than enthusiastic and motivated to teach.*

• **SY 1999-2000**

The following observations were noted:

- ✓ *The room environment was excellent in light of the poor facility. Student work was creatively displayed and boards reflected the content taught during the current term.*

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- ✓ *Students demonstrated ability to use synthesis and analytical thinking skills as they presented reports based on the Folger Theater production of Julius Caesar.*
- ✓ *The teacher used the Socratic approach in guiding the students to compute volume and conversions.*
- ✓ *The teacher monitored students as they worked, and as students exhibited difficulty, the teacher encouraged the students to say a rhyme (silently) as they made their connections with wires. The teacher explained that the rhyme gave steps in attaining the objective.*
- ✓ *The monitor moved around the classroom and observed two students who were working on study sheets: (rearranging numbers to the second power, and adding or multiplying negative integers*

Monitors also made observations as the following:

- ✓ *The room environment should be more supportive of the academic program. The chalkboards and bulletin boards were blank*

• SY 2000-2001

Reports of classroom observations during monitoring visits included notations such as the following:

- ✓ *A related research assignment required students to write a 500-word paper that paralleled the "witch hunt" of the Salem trials in 1692 and the McCarthy hearings on Communism in 1954*
- ✓ *In addition to the textbook and copies of The Crucible, there were novels, Newsweek, U.S. News, and Seventeen magazines available for student use. A number of student essays were on display*
- ✓ *The classroom boards contained the following topics: reading, vocabulary, comprehension, speaking skills, note taking, summarizing, paraphrasing, grammar usage, literature, short story, writing, paragraphs, essays, letter writing, the novel, etc.*
- ✓ *The teacher used chalkboard diagrams to teach students to compute perimeter and area of polygons. Students discussed and solved problems at the chalkboard.*
- ✓ *Arrangements had been made for the Chemistry students to use the lab facilities at Howard University for 3 hours each week during the second semester.*
- ✓ *The classroom has state of the art technology, and students were clearly engaged in their design projects.*
- ✓ *Students were observed installing the necessary wiring for the installation of a ceiling fan*

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- ✓ *Students discussed their projects and the process of installing ceiling fans and wiring doorbells. Students were knowledgeable and eager to discuss their skills, accomplishments, and career plans.*

Monitors also made notations as the following:

- ✓ *Some students were active participants in the lessons while others appeared disengaged. The monitor did not note any effort on the part of the teacher to motivate or teach the students who were not engaged.*
- ✓ *With the exception of a few charts relating to geometry, the classroom did not reflect the content of the mathematics courses. There was very little to indicate the subject matter or to provide opportunities for reinforcement of skills and content.*

• SY 2001-2002

The following observations were reported:

- ✓ *All courses are from the DCPS Master Course List.*
- ✓ *Classrooms observed were generally in order; however, in one class, the monitor observed several students seated behind a cabinet that was obstructing their view of the board.*
- ✓ *Furniture is age-appropriate and generally, in good condition.*
- ✓ *On tour of the building, the monitoring team saw several computer labs that were being utilized. One bank of computers was visible, but no one was using them at the time.*
- ✓ *Two classes were observed in which students all had books from which the lesson was being taught. Interviews with students and teachers indicated that they all had necessary materials and supplies.*
- ✓ *15 students are members of the National Honor Society; 30 students were on the honor roll.*
- ✓ *Poets come in from Folger Shakespearean Library to work with students who will publish an anthology.*
- ✓ *Students read novels, and some authors come in for book discussions.*
- ✓ *Reading/writing/ vocabulary are stressed in English classes.*
- ✓ *Humanities classes relate classroom instruction to community service and the arts.*

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• SY 2002-2003

Findings of the instructional program review included the following:

- ✓ *Math classroom is very bright and spacious*
- ✓ *Biology – colorful charts. Laboratory safety chart with very vivid class instruction – first 1/3 of the class in the area where student desks are located, and application of instruction was observed in the lab. Section. Erasable white board/blackboards and appropriate use of tables and chairs were noted.*
- ✓ *All course numbers follow District of Columbia Public Schools Secondary Master Course List and course descriptions are approved by the Board of Education.*
- ✓ *Pre Calculus is the highest level of math instruction. (Calculus will be added in SY 2003-2004)*
- ✓ *Science is not taught in grade 10; students take shop*
- ✓ *Spanish is taught in grades 11 and 12*
- ✓ *All students participate in JROTC – stresses citizenship cooperation and leadership throughout the 4- year program.*
- ✓ *Small group, yet individualized instruction, and each student worked problems – talking to the teacher as they worked through the process.*
- ✓ *Whole group instruction in Biology – creating letters explaining physical health changes; charting family trees; locating dominant traits; and creating beginning of genotype.*

B. Special Education and Related Services

The School's charter provided, "for purposes of Part B of the Individuals With Disabilities Act (IDEA) and the Rehabilitation Act of 1973, the school elected to be treated as an LEA and shall take the necessary action to ensure that identified students are provided an appropriate education. Not later than June 15, 1998, the school shall submit a plan that outlines the process for full delivery of services from the point of referral through evaluation/assessment, development of Individualized Education Plan (IEP) and delivery of special education and related services to identified students.)"

Implementation of the special education program was challenging for the School as with other new charter schools for several reasons. (1) There was lack of clarity with respect to the relationship between the DCPS special education office (SEA) and the public charter school as an LEA, (2) DCPS lacked the capacity to respond to public charter schools when assistance was requested. New public charter schools lacked the capacity initially to provide the full range of special education services. Subsequently, the two chartering authorities and the DCPS special education office collaborated in providing clarity to the special education issues.

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Notwithstanding the above, each public charter school was held accountable for ensuring that identified special education students were educated and provided the services outlined in their IEPs and in accordance with applicable laws. IDEA's special education program showed continued progress over the five-year period. Findings relative to the special education program are presented in this section.

- SY 1998-1999

During the first year of the School's operations, monitors stated:

- ✓ *The School developed and submitted the required plan for delivery of special education services.*
- ✓ *The plan did not effectively address related services needs of students.*
- ✓ *Some students are not receiving the related services outlined in their IEP's.*

Note: Although the initial monitoring visit revealed that some students were not receiving the required psychological services, the School engaged the services of a Psychologist later in the school year.

- SY 1999-2000

Observations made during the second year of the School's operation revealed improvement in the delivery of special education services. Findings during the second visit in SY 1999-2000 included the following comments:

- ✓ *The special education plan requires further development.*
- ✓ *The school uses an inclusion model. All students receive their instruction in the regular classroom. The special education teacher instructs two of the classes.*
- ✓ *The special education teacher works on a 12-month schedule and instructs both identified and non-identified students in English and mathematics.*
- ✓ *All special education students are mainstreamed 100%.*
- ✓ *In accordance with the school's policy, students requiring special services/consideration (e.g., special education, free lunch, etc.) are not publicly identified although they are tested (SAT-9) separately.*
- ✓ *An "End-of SY 1999-2000 IEP Schedule" lists the evaluation, re-evaluations, and IEP meeting dates for each student, and conferences will be completed in July.*
- ✓ *Students receive services from the clinical psychologist each Thursday.*
- ✓ *Speech therapy service for the four students requiring such is very sporadic.*

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- ✓ *The school administrator reported that the Board of Trustees would contract for a new service provider for SY 2000-2001.*
- ✓ *The school principal had completed a course on managing special education programs.*

• **2000-2001**

Observations revealed that the School had strengthened the special education plan by adding the description of placement levels and procedures for special education service delivery. Additionally, the School had documented team meetings, parent conferences, and initial IEP meetings.

Monitors who observed the special education program during SY 2000-2001 stated the following:

- ✓ *The special education coordinator has updated all IEPs except that of a student who enrolled on January 1, 2001.*
- ✓ *The special education coordinator has compiled a very detailed matrix of student services, disabilities, percent of time services are provided, etc.*
- ✓ *Eighteen (18) IEPs indicated requirements for related services, and documentation revealed that all eighteen (18) students were receiving related services as outlined.*
- ✓ *All IEPs revealed the percent of time in special and general education.*
- ✓ *Transition plans had been developed for students ages 14 and above.*
- ✓ *Four students were observed in instructional activities, all of which reflected the IEP annual goals and objectives.*
- ✓ *The school has taken corrective action in the areas cited during the November 8, 2001, monitoring visit.*
- ✓ *In order to be in compliance with IDEA, the school must ensure the updating of the IEP for the student who enrolled in January 2001 and ensure the appropriate time and services for the student identified as SLD Level IV requiring 64% of the time in special education.*

• **2001-2002**

Review of the special education program in this year yielded findings such as the following:

- ✓ *Special education students are fully immersed in the academic and extracurricular activities.*
- ✓ *Textbooks are ordered for various levels of literacy. They contain the same basic information but some are written in lower reading levels to provide lower performing students the opportunity to participate in all classes.*
- ✓ *Special education records were all in order.*

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- ✓ *Students' IEPs are current and are used as guides for planning instruction.*
- ✓ *Staff are receiving training in identifying and serving students with special needs.*
- ✓ *Staff are certified in appropriate disciplines.*
- ✓ *Staff include a full-time special education coordinator, 3 part-time and 1 full-time special education teachers, part-time social worker and speech/language therapist; and 2 mental health professionals.*
- ✓ *Some faculty members hold dual certification, one of which is in special education.*
- ✓ *Regular classroom teachers plan with special education teachers to ensure the success of special education students.*

• **2002-2003**

School management and staff continued intensive effort to improve the special education program and did not hesitate to address issues raised during the monitoring process.

Comments and notations made by the monitors included the following:

- ✓ *The inclusion model is implemented and most students are active learners, thus making it somewhat difficult to quickly identify student(s) with learning deficiencies.*
- ✓ *Special education suite has locked file cabinets; and the special education coordinator maintains the files.*
- ✓ *State testing requirements show SAT-9.*
- ✓ *Students' IEPs had required components and individual accommodations.*
- ✓ *The new special education suite gives students a sense of pride and promotes a positive learning environment.*
- ✓ *SAT-9 Spring 2003 confidential letter and folder with parent letter and students' attendance.*
- ✓ *Special education teachers have dual certification. One teacher is pursuing a Master's Degree in Special Education.*

C. Accountability

The School developed and submitted an accountability plan on July 29, 1998, as required by the charter. The accountability plan contained six measurable performance objectives. As stated in the introduction, the Plan, "addresses academic, graduation and fiscal responsibilities for the School as required by the

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Board." The School also indicated that the accountability plan was based on the mission statement for the School as approved by the Board. The School established the following goals:

The Integrated Design Electronics Career academy Charter High School will develop in its students:

- ✓ A solid foundation in the basic and advanced academic skills, workplace competencies and personal qualities that are prerequisites to post secondary education, training, and initial employment;
- ✓ A link to apprenticeship programs and careers in technical fields;
- ✓ An understanding of a range of occupations from which they can form appropriate career plans; and
- ✓ The self-discipline, leadership and citizenship skills that are the core of the JROTC program.

The academic goals, objectives and findings pertaining to accomplishments are discussed in the next section.

D. Academic Goals

The following academic goals for student performance were outlined in the School's charter. Inasmuch as goals are generally written in broad terms with accompanying specific and measurable objectives, goal achievement is presented in the discussion of objectives in Section E (Chart 2) on pages 18-20.

**Chart 1
Academic Goals**

Academic Goals	Comments
Ensure graduation rates over 90%	✓ See performance objective #1 on page 19 ✓ The School has met this goal in each year.
Ensure college or meaningful employment by September of the graduation year.	✓ See performance objective #5 on page 21 ✓ The School has met this goal in each year.
Raise grade point average — increase by an average of 5% each year	✓ The school did not establish a performance objective for this goal, however, the goal is stated as a measurable objective. ✓ Grade-point average data and analyses over the five-year period are needed.
Improve PSAT, SAT, and ASVAB test scores between 7% and 10% each year. Students will be tested and retested based on academic fundamentals until SAT averages are between 800 and 1000.	✓ See performance objective #2 on page 19 ✓ Results of comparative analyses over the five-year period are needed.

E. Academic Objectives and Student Performance

The objectives for student performance are presented in Chart 2 below with findings pertinent to achievement. Following the presentation of academic goals and objectives are tables depicting academic achievement as measured by the Stanford 9 Achievement Tests.

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Chart 2

Academic Objectives and Student Performance

Performance Objectives	Baseline Data	Annual Target	Met	Not Met	Five-Year Target:	Met	Not Met
Performance Objective #1 The IDEA Public Charter School students will meet or exceed all District of Columbia Carnegie graduation requirements as set forth by the Board of Education of the District of Columbia.		<u>Expectations:</u> 90% of students will graduate. This does not include those students who move or transfer from the District of Columbia. Progress Indicators: -increased school and class attendance -improved homework, attitude, and citizenship. -met English, Math, Science and Social Studies goals at each grade level to support graduation from high school.	See discussion of objective 6 on page 20 Data are needed for each indicator	See discussion objective 6 on page 20 Data are needed for each indicator.			
Performance Objective #2 The IDEA Public Charter School students will improve on their standardized test scores.		<u>Expectations:</u> Students will improve Stanford 9, PSAT, SAT, and ASVAB test scores between 7-10% each year. (Taking the ASVAB test will be voluntary.) <u>Measurement Tools:</u> Scores on Stanford 9, PSAT, SAT, and ASVAB	PSAT, SAT, and ASVAB Comparative data are needed. The annual report provided information on the number of students who achieved scores on the ASVAB that would enable them to enlist in the military; however, the scores and increases were not included	PSAT, SAT, and ASVAB Comparative data are needed. The annual report provided information on the number of students who achieved scores on the ASVAB that would enable them to enlist in the military; however, the scores and increases were not included	IDEA will ensure that 10th graders in SY 1998-1999 will progress from a 700 score to a 900 score by SY 2001-2002. 10th grade - 700 with 300 minimum in verbal or math 11th grade - 800 with 350 minimum in verbal or math 12th grade - 900 with 400 minimum in verbal or math -Score of basic or above on the Stanford 9 test for each level Seniors who need to take ASVAB test will attain a score for enlisting in one of the four branches, Reserves, or National Guard	<u>SY 2002-2003</u> X Eighteen tenth graders scored at least 700 on the PSAT. Twelve eleventh graders scored at least 800 on the SAT Four (with) graders scored at least 900 on the SAT.	

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Performance Objectives/Goals (continued)	Baseline Data	Annual Target	Met	Not Met	Five-Year Target	Met	Not Met
Performance Objective #3 Courses taught at the IDEA Public Charter School will be based on the standards of learning objectives listed in the <i>Secondary Master Course List</i> and the <i>Secondary Grade Level and Course Expectations</i> published by the District of Columbia Public Schools.		Expectations: Each course will meet District of Columbia required standards of learning. Measurement Tools: Each year mathematics and English teachers will conduct pre-testing at the beginning of the school year.	X				
Performance Objective #4 The IDEA Public Charter School students who desire may take vocational education courses during their 10th, 11th, and 12th years to earn a District of Columbia Public School shop certificate.		Expectations: The IDEA Public Charter School will offer vocational training for school year 1998-1999 in drafting/Computer Aided Drafting (CAD) and Electrical/Electronic Wiring to eligible 10th, 11th, and 12th graders who select vocational classes as electives. Measurement Tool: Each vocational teacher will follow District of Columbia requirements for shop certificates. If no District standard is established in specified shop areas, the instructors will devise their own measurement tools in accordance with recognized industry standards. The IDEA Public Charter School will strive to place a minimum of 25% of their eligible vocational seniors in internships lasting at least four months. It is expected that at least 50% of the IDEA students completing a vocational education track will receive a shop certificate at graduation.	X				

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Performance Objectives/Goals (continued)	Baseline Data	Annual Target	Met	Not Met	Five-Year Target:	Met	Not Met
Performance Objective #5 See Non Academic Objectives on page 26							
Performance Objective #6 90% of students who attend IDEA Public Charter School from 10 th through 12 th grade will graduate. Of those who graduate, 50% will enter college, technical training, the work force or the military within six months of graduation.		<u>Expectations</u> 90% of students who attend IDEA Public Charter School from 10 th through 12 th grade will graduate. 50% of the graduates will enter college, technical training, work force or military within six months of graduation. Voluntary participation in the post-graduate mentorship program.	<u>Rates</u> 1999 (100%) 2000 (93% by August) X 1999 (100%) 2000 (97%) 2001 (100%) 2002 (100%) 2003 (100%) Data needed	<u>Rates</u> 2000 (100%) 2001 (81%) 2002 (88%) 2003 (85%) to June			
The charter outlined the following career areas: ✓ <i>Communications and Digital Electronics</i> ✓ <i>Residential and Industrial Electronics</i> ✓ <i>Engineering and Drafting</i> ✓ <i>Fluid Power</i> IDEA has a dual focus of Engineering Design and Electronics and integrates the leadership and team work skills through JROTC.		Courses offered each year	X				

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Table 4.
Student Achievement in Reading as Measured by the Stanford 9 Achievement Test (SAT 9)
Percentage of Students Achieving on the Below Basic, Basic, Proficient, and Advanced Levels by Grade from SY 1998-1999 Through SY 2002-2003
(Comparisons with the previous year are presented in red type.)

READING	1999				2000				2001				2002				2003			
	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A
Total - Grade 9	29	51	20	0	47	44	9	0	Data needed				45	45	9	1	34	51	15	0
					+18	-7	-11	0									-11	+6	+6	-1
Total - Grade 10	43	40	13	3	67	25	8	0	Data needed				46	41	12	0	54	38	8	0
					+24	-15	-5	-3									+8	-3	+4	0
Total - Grade 11	52	41	7	0	53	35	12	0	Data needed				63	30	4	0	56	40	4	0
					+1	-6	+5	0									+9	+10	0	0
Total - Grade 12																				

Table 5.
Student Achievement in Mathematics as Measured by the Stanford 9 Achievement Test (SAT 9)
Percentage of Students Achieving on the Below Basic, Basic, Proficient, and Advanced Levels by Grade from SY 1998-1999 Through SY 2002-2003
(Comparisons with the previous year are presented in red type.)

MATHEMATICS	1999				2000				2001				2002				2003			
	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A
Total - Grade 9	68	29	3	0	71	29	0	0	Data needed				75	23	1	0	71	25	4	0
					+3	0	-3	0									0	+2	+3	0
Total - Grade 10	86	11	4	0	88	8	4	0	Data needed				65	15	0	0	96	04	0	0
					+2	-3	0	0									+11	-11	0	0
Total - Grade 11	30	70	0	0	92	8	9	0	Data needed				87	13	0	0	89	7	4	0
					+62	-62	+9	0									+2	-6	+4	0
Total - Grade 12																				

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Table 6
Summary of Achievement on the Below Basic, Basic, Proficient and Advanced Levels
Results of comparative analysis are presented in red type.

	1999				2000				2001				2002				2003			
	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A
Reading	56.0	37.0	7.0	0.0	51.8	39.1	9.1	0.0	40.4	45.6	10.0	4	48.6	41.3	9.4	7	45.1	44.4	10.4	0
					-4.2	+2.1	+2.1	0.0	-11.4	+4.5	+3	0	-8.2	-3.3	-6	+7	-3.5	+3.1	+1.0	-7
Mathematics	85.0	16.0	1.0	0.0	78.6	29.5	0.9	0.0	80.4	18.6	9	0	80.3	19.0	7	0	82.3	14.0	2.7	0
					-4.4	+4.5	-1	0.0	+1.8	-1.9	0	0	-1	+4	-2	0	+3.0	-3.0	-2.0	0

Sources: Board of Education Public Charter Schools SAT Scores SY 01, 02, 03
 District of Education Public Charter Schools SAT 9 Scores SY 2003 (Reading & Math Totals and Combined per School)

Table 7
Performance Standards - Reading and Mathematics

School Year	Reading	Math	Combined
1999	Data are needed.	Data are Needed.	Data are Needed.
2000	38.0	38.8	76.8
2001	37.0	42.8	77.8
2002	36.8	42.1	76.9
2003	37.9	39.7	77.6

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Table 3

Report Card - 2003

Met AYP

Mathematics -
Reading -

Reading

Mathematics

Group	No. In Group	No. Tested	% Tested	% Proficient	No. Tested	% Tested	% Proficient
Ethnicity:							
Black, non-Hispanic							
Hispanic							
White, non-Hispanic							
Gender							
Female							
Male							
Special Education							
Disabled							
Non-disabled							
English Proficiency							
LEP/MLP							
Non-LEP/MLP							
Economic Status							
Econ. Disadvantaged							
Non-Econ. Disadvantaged							
Migrant Status							
Non-migrant							
TOTAL							

Data are needed.

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Discussion of Student Performance: (Stanford 9 data are needed for 2003 – performance by grade –below basic, basic, proficient, and advanced.)

Analysis of the Stanford 9 Achievement Test results reveals the following:

- ✓ Reading and mathematics achievement fluctuated over the five-year period; however, data in the final year of this review (2003) revealed higher percentages of students on each grade level performing *Below Basic* than in 1999.
- ✓ With respect to the above statements, one might rightfully argue that the comparisons are based on different populations, because an examination of the data for grade 9 in 1999, and the same population as grade 10 in 2003, revealed a decrease from 25% to 27% in the percentage of students performing *Below Basic* in reading, but an increase from 68% to 88% in the percentage of students performing *Below Basic* in mathematics. Data are needed for this population as grade 11 students 2001.
- ✓ For students who were in grade 9 in 2002 and grade 10 in 2003, there was an increase from 43% to 54% in the percentage of students performing *Below Basic* in reading, and a very sharp increase from 75% to 96% for the percentage of students performing *Below Basic* in mathematics.
- ✓ Analysis of the data for students who were in grade 10 in 1999 and grade 11 in 2000 revealed an increase from 43% to 53% in the percentage students performing *Below Basic* in reading, and an increase from 86% to 92% for the percentage of students performing *Below Basic* in mathematics.
- ✓ Similarly, for students who were in grade 10 in 2002 and grade 11 in 2003, there was an increase from 46% to 56% in the percentage of students performing *Below Basic* in reading and an increase from 85% to 89% in the percentage of students performing *Below Basic* in mathematics.
- ✓ In a listing of the Board's fifteen schools based on combined 2001-2002 SAT 9 scores, IDEA ranked sixth. (See Appendix E).
- ✓ Overall, the percentage of students performing *Below Basic* in 2003, the final year for which this report is written ranged from a low of 34% for grade 9 to a high of 56% for grade 11 in the area of reading; and from a low of 71 % for grade 9 to a high of 96% for grade 10 in mathematics.

Table 9.
Student Promotion Rates

Promotion Rates	1998-1999		1999-2000		2000-2001		2001-2002		2002-2003	
	To Grade	Rate	To Grade	Rate	To Grade	Rate	To Grade	Rate	To Grade	Rate
Promotion/Grade Advancement Rate	10	11%	10	13%	10	75%	10	27%	10	58%
	11	73%	11	40%	11	80%	11	50%	11	60%
	12	44%	12	93%	12	80%	12	70%	12	80%

The following should be noted with respect to promotion rates over the five-year period:

- ✓ In each year, the School reported, "Our low rate of advancement from the 9th to 10th grade primarily resulted from IDEA's commitment to providing a solid base in Algebra. Most of our 9th grade students had not previously acquired the skills necessary to successfully complete Algebra I; thus they were not able to earn 6 Carnegie Units."

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- ✓ The advancement rate from grade 9 to grade 10 increased from 11% in SY 1998-1999 to 50% in SY 2002-2003.
- ✓ The advancement rate from grade 10 to 11 fluctuated over the five-year period; however, the rate decreased from 73% 1998-1999 to 60% in SY 2002-2003.
- ✓ The advancement rate from grade 11 to 12 also fluctuated with an increase from 44% in SY 1998-1999 to 93% in SY 1999-2000; a decrease to 80% in 2001; another decrease to 70% in 2002; and an increase to 80% in SY 2002-2003.

F. Non Academic Goals and Objectives for Student and School Performance

Accountability for achieving non academic goals and objectives established for students and school also is carefully monitored and reported. Charts 2 and 3 present findings pertinent to the non academic goals and objectives are presented in Charts 2 and 3.

Chart 3

Non Academic Goals and Objectives for Student Performance

Non Academic Goals: Student Performance	Discussion/Findings
Performance Objective #5 The IDEA Public Charter School will offer a JROTC program consisting of Leadership Education and Training (LET) of LET 1, 2, 3, and 4. Expectations: 100% of all students will participate in JROTC. Measurement Tool: Observations and student attendance in LET 1, 2, 3, and 4	1999 – (100%) All students participated in JROTC. 2000 – (100%) All students participated in JROTC. 2001 – (100%) All students participated in JROTC. 2002 – (100%) All students participated in JROTC. 2003 – (100%) All students participated in JROTC.

Chart 4 in the next section discusses the non academic goals and objectives for school performance.

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Chart 4

Non Academic Goals and Objectives for School Performance

The first four goals were outlined in the School's charter. The remaining goals and objectives were delineated in the School's Accountability plan. The goals and objectives in the two documents are complementary.

Non Academic Goals and Objectives: School Performance	Discussion
Ensure an environment that encourages attendance and reduces absences	The School is meeting this goal to a moderate extent
Provide an opportunity for eligible seniors to secure financial aid.	Data not needed.
Improve citizenship (student discipline), citizenship, team work through repetitive team building exercises and performance tests	All students participate in citizenship, team work and team building exercises through the JROTC. Data are needed on the gains/improvement made in the areas of citizenship.
Incorporate youth development activities (e.g., JROTC, leadership, team work activities, field trip opportunities for earning and service with the community.	The School is meeting this goal
Receive more than a high school diploma (e.g. advanced standing in college, a resume of work experiences, contacts with employers and other credentials showing work experience.	Data are needed
Non Academic Goals and Objectives: School Performance (continued)	Discussion
The school year will be 210 teaching days. This will allow IDEA to support outside learning experiences. The school year will start the first day after the September holiday (Labor Day)	This goal is not being met. ✓ In the first two years of operation (SY 1998-1999 and SY 1999-2000), the school's calendar provided for 184 days, four of which were professional development days. In SY 2000-2001, the School extended provided 185 academic days for students. ✓ The 8-day JROTC summer camp increased the number of days for students; however, JROTC is not required for all students. ✓ During the second year of operation, the school reported that it had been given authorization to apply the longer school day hours to make up for emergency closings; however, monitors noted that such application would adversely affect the goal of a longer school day-increased instructional time. ✓ Instructional days have been added to the calendar since 1999, however, the goal of 210 days has not been met.
Students will attend school from 8:00 a.m. to 4:00 p.m. ✓ Nine periods ✓ First period - leadership training (through JROTC) ✓ Last period - independent study, mentoring, tutoring ✓ Seniors in work study will receive mentoring earlier in the school day.	This goal is being met. ✓ Earlier monitoring revealed that JROTC was scheduled for the last period of the day. ✓ Independent study, mentoring and tutoring were integrated into the school schedule. ✓ In SY 1999-2000, the school calendar revealed a 10-period day with the 10th period on Mondays and Wednesdays used for activities and

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	ready hall, on Tuesdays and Thursdays for JROTC drill, and on Fridays for mathematics tutoring and staff meetings. ✓ In 2003 years, the School was opened until 6:30 p.m. for after school activities for both students and the community. ✓ SAT preparation sessions and a NET Day activity were scheduled on Saturdays.
Teachers' hours will be from 7:30 a.m. to 4:30 p.m. This will ensure the school day is covered a half hour before and after students arrive and depart.	This goal is being met.

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Section IV: REPORT OF FINDINGS - GOVERNANCE AND MANAGEMENT

A. Management and Governance Teams

Over the five-year period that is the subject of this review, the governance and management teams have had few membership/personnel changes, thus contributing to the overall stability of school operations.

- ✓ The Chairperson of the Trustees during the interim period continued in that capacity through SY 1999-2000
- ✓ The member of the Trustees who assumed the leadership role in SY 2000-2001 was a member of the interim Board of Trustees. She remained chairperson through SY 2002-2003.
- ✓ Parents of students enrolled in the school were appropriately represented on the Board of Trustees over most of the five-year period.
- ✓ The Executive Director, Principal/Director of Education and other managers served in their respective capacities over the five-year period.

See page 2 of this report for a listing of the Trustees over the five-year period.

B. Functioning of the Board of Trustees

Among the provisions of the contract between the Board of Education and the Board of Trustees was the following, "*The Trustees shall be fiduciaries of the school and shall set overall policy for the school. The Trustees may make final decisions on matters related to the operation of the school, consistent with the charter granted to the school. This provision is, of course, consistent with the D. C. School Reform Act of 1993, as amended*"

Minutes of Trustees' meetings, interviews and monitoring of the school revealed that the Trustees have functioned effectively as fiduciaries of the school and assured the effectiveness and stability of the school during the formative years. Sample findings are presented below:

- 1998-1999
 - ✓ The Chairperson of the Trustees was positively involved in monitoring visits and documented the role and functioning of the Trustees
 - ✓ During monitoring interviews, the Chairperson of the Trustees reported on governance and management efforts to motivate and increase parent participation
- 1999-2000
 - ✓ Agendas, minutes of meetings and other documents noted the fulfillment of fiduciary duties and discussion/planning and oversight in the following areas:
 - Budget;
 - Parent Involvement;

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- Personnel;
 - Facility;
 - Curriculum;
 - Fund raising; and
 - Other governance matters
- **2000-2001**
 - ✓ Minutes of meetings revealed discussion of fiscal and educational issues
 - ✓ Specific topics addressed by Trustees included teacher and staff recruitment, strategic planning, performance objectives for the Director, status of grant writing, and other areas of overall school operations.
 - ✓ Minutes of meeting, other school documents, and interviews revealed effective school oversight and accountability for fiduciary duties by the Trustees
 - **2001-2002**
 - ✓ The Trustees continued effective oversight of overall school operations.
 - **2002-2003**
 - ✓ Monitors reported that the Executive Director and Principal assume responsibility for carrying out Trustees' policies
 - ✓ Monitoring findings revealed that Trustees strive to work cohesively with administrators, staff, students and parents.
 - ✓ Effective leadership in achieving the academic and non academic goals established for the school was demonstrated by the management and governance team.
 - ✓ Agendas, minutes of meetings and other official documents revealed continuing and effective oversight, direction and fulfillment of fiduciary duties by the Trustees.

C. Accountability

The contract between the Board and the Trustees provided that "...the school shall develop a local school accountability plan with measurable performance targets for at least a five-year period. Such plan shall include baseline data and indicators of incremental gains on at least an annual basis for each management goal area and for the academic and nonacademic goals and objectives established for the student population. The accountability plan shall be submitted not later than July 15, 1998, with the specific targets for student achievement to be appended upon the acquisition of baseline data from the initial academic assessment of students."

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During the first year of its operation, the School developed an accountability plan that met the requirements outlined by the Board of Education. The School also developed a process for tracking student and overall school progress toward goal achievement.

Accountability for achieving the academic and non-academic performance goals and objectives are discussed in Sections III - *Report of Findings: The Education Program and Student Performance*; IV - *Report of Findings: Governance and Management*, and V - *Report of Findings: Fiscal and Asset Management* of this document.

The Executive Director and the Director of Education/School Principal were identified as the officers with primary responsibility for overseeing the accountability process.

D. Annual Reporting

The D. C. School Reform Act requires the submission of annual reports and outlined the contents of such reports. Further, the D. C. School Reform Act of 1995, as amended provided that the annual report shall be made available for review by the community.

In the contract between the Board and the Trustees, the Board expanded on the data requirements pertaining to student and overall school performance (district-wide assessments, grade advancement, graduation rates) to include a longitudinal display of data and analysis over the life of the charter. The annual reports over the five-year period did not provide the longitudinal data on student performance over the two-year period as required by the contract with the Board. The School should refer to page 7 of the contract with the Board.

- 1998-1999 and 2000-2001
- 1999-2000; 2001-2002; and 2002-2003
 - ✓ The reports began with a brief introduction pertaining to the school calendar, a statement of the mission, description of the program, overview of the curriculum, and description of the structure of the school day and year.
 - ✓ The reports continued with a discussion of progress toward achievement of the six performance objectives including statistics on the graduation rate; standardized test scores; grade advancement; student enrollment, attendance, and membership; enrollment in JROTC; postsecondary education, work, and military engagement, and grade advancement. Comparative data with the previous school year also were included.
 - ✓ Topics also discussed in the annual reports included parental involvement, faculty and staff qualifications and responsibilities and donors and grantors.
 - ✓ A copy of the Audited Financial Statements (Drolet & Associates) was attached to the annual report in each year with the exception of SY 2002-2003, when the school noted the following:

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Financial Audit. The financial audit in Appendix I is the SY 2001-2002 audit, which satisfied the requirements on our SY 2002-2003 compliance report. The SY 2002-2003 audit is due November 15, 2003.

It should be noted that beginning in 2000, the audited financial reports were due by January 15 following the close of the fiscal year. With respect to the SY 2002-2003 annual report, the fiscal year for which the school should have attached a report was the fiscal year ending on September 30, 2002 with a required submission on January 15, 2003. The financial audit attached to the SY 2001-2002 annual report was for the fiscal year ending on September 30, 2001.

It is important to note that the School has submitted all financial audits, as indicated in the final section of this report. *Section V. Report of Findings - Fiscal and Assets Management.*

E. Accreditation

The contract between the Board and Trustees provided that the school shall, "Initiate the accreditation process not later than forty-five days following the opening of the school and shall provide to the Board copies of official documentation that such process has begun, reports of progress from the accrediting body, and immediate notification of any barriers to full accreditation or any potential for loss of full accreditation once achieved. The school shall obtain accreditation at the earliest possible date allowable by the accreditation body, but not later than five years of the initial opening date and shall maintain full accreditation throughout the life of the charter."

- SY 1998-1999
 - ✓ During the first year of operation, the School reported participation in a seminar on the Middle States accreditation process.
- SY 1999-2000
 - ✓ During the SY 1999-2000, there was little evidence of progress toward achieving accreditation. - neither documentation of correspondence between the School and the Middle States Association nor evidence of accreditation association protocol or guidelines.
 - ✓ The School began developing a needs assessment instrument for implementation in the following school year.
- SY 2000-2001
 - ✓ On May 4, 2001, the Middle States Association of Schools and Colleges conducted a pre-candidacy site visit to the School.
- SY 2001-2002 and SY 2002-2003
 - ✓ The School completed the self-study, and the Middle States Association visitation team conducted its site review.

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• SY 2003-2004

- ✓ The Commission on Secondary Schools of the Middle States Association of Colleges and Schools issued a Certificate of Accreditation for the period of November 1, 2003 through November 1, 2008.
- ✓ The Commission noted, "Since you are participating in the Continuous School improvement protocol, accreditation is for a period not to exceed five years, ending on November 1, 2008. Should you choose to elect to continue with the second phase of this protocol, the accreditation may be extended for the next five years."
- ✓ The Commission also required the school to assume the following obligations:
 1. The school must notify the Commission office prior to making any substantive changes to the goals for which the school received accreditation.
 2. During the third year of implementation (probably during the Fall 2005), a Mid-Point Reviewer will be appointed to conduct a one-day visit to assess progress and suggest next steps. The Mid-Point Reviewer will report to the Commission on the school's progress.
 3. Just prior to the close of the fourth accreditation year, the School should re-initiate the planning process for the purposes of developing Phase II goals and preparing for the Middle States mini-visit team (probably during the Spring of 2008) in order to extend the accreditation for another five-years.
 4. The school will make every effort to fulfill its commitment to implement action plans and meet goals.
 5. The school will submit an Annual Profile updating statistical data on the school.
 6. The school will pay annual membership dues.
 7. The school will submit an annual Nomination form, listing faculty members recommended and willing to serve on visiting committees. It is expected, by Commission policy, that your school select one staff member per year to serve on teams.

The following critical dates were included in the letter from the Commission.

Mid-Point Review: Fall 2005
Mini-visit: Spring 2008
Next Full Team Visit: Spring 2013
Expiration of Accreditation: 11/1/2008

F. Facilities Acquisition and Management

• SY 1998-1999

- ✓ During its first year of operation, the School leased space in the Taft Junior High School building, a vacant DCPS school facility.
- ✓ The School did not receive reports of inspection from the DCPS during the lease period.

• SY 1999-2000

- ✓ In 1999, the School leased and moved to the Carver School Building at 45th and Lee Streets, N.E., another DCPS facility.
- ✓ As noted earlier in this report, the School did not receive copies of inspection reports from DCPS during the period of its lease.

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- SY 2000-2001 through SY 2002-2003

- ✓ The School secured funding and purchased the facility at 45th and Lee Streets, N. E., Washington, D. C. Additionally, the major renovation was undertaken at the site and state-of-the-art science laboratories, computer laboratories and shop facilities were added.

G. Human Resources Management

Recruitment, Selection, Development and Performance Appraisal

Over the five-year period, the School has carefully screened and evaluated applications for faculty/staff positions. Moreover, the School has begun to link student performance and overall school performance to continued "at will" employment. Additionally, the regularity and quality of performance appraisal has improved over the five-year period. Professional development and training are on-going elements of the school program. Topics have included, but have not been limited to, *Special Education, AP courses, Developmental Reading, High School Improvement, Technology, Classroom Management, other.*

Compliance Requirements

- ✓ Background Clearance Reports

During the School's first year of operation, background checks/police clearance reports had been completed for all staff with the exception of two; however, in the second year of operation, reports of background checks were available for all staff.

- ✓ Chest X-Ray/Tuberculin Tests

Chest x-ray reports/tuberculin skin test results were not available for all staff in the first two years of the school's operation, however, in subsequent years, the School improved and, to a greater extent, met the compliance requirements.

- ✓ No Child Left Behind

The School is working to assure compliance with requirements and standards of NCLB as related to teacher preparation and certification and average yearly progress of all students.

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SECTION V: REPORT OF FINDINGS- FISCAL AND ASSETS MANAGEMENT

A. Fiscal and Assets Management - An Overview

The School balanced its budget in each of the five fiscal years. In SY 1999-2000, the School began using the QuickBooks Pro Financial Management System. In each year, the School submitted all required documents - financial audits, proposed and actual budgets, and copies of financial reports, receipts and planned expenditures. In SY 1999-2000, the School engaged the services of PrimePay for payroll management, and met payroll schedules completely and timely over the five-year period.

In each of the five years, the School received an unqualified audit, and auditors reported identification of no material weaknesses, or reportable conditions that were not considered to be material weaknesses. Moreover, auditors found no noncompliance material to the financial statements.

Tables 10 through 12 present a picture of the financial status of the school over the five-year period, beginning with data on revenue and expenses and concluding with a summary of assets and liabilities.

Table 10.
Summary of Revenue

	SY 1998-1999 (FY 99)	SY 1999-2000 (FY 00)	SY 2000-2001 (FY 01)	SY 2001-2002 (FY 02)	SY 2002-2003 (FY 03)
Appropriations	\$ 756,869	\$ 1,333,010	\$ 2,349,968	\$ 2,227,703	\$ 2,496,937
Per Pupil Allotment	163,709	80,000	245,909	199,667	746,492
Federal Entitlements	(included in per pupil allotment above.)	(included in per pupil allotment above.)	(included in per pupil allotment above.)	(included in per pupil allotment above.)	(included in per pupil allotment above.)
Suppl/Special Needs	121,788	80,090	-0-	19,428	52,430
Other	2,791	18,402	42,923	19,574	15,289
Interest	2,186	1,372	16,211	13,595	673
Miscellaneous			44,000	-0-	
In-kind Contributions	109,000				
Net Assets Released From Restrictions					
Total Revenue	\$ 1,136,343	\$ 1,699,902	\$ 2,699,411	\$ 2,579,967	\$ 3,310,621

Table 11.
Summary of Expenses

	SY 1998-1999 (FY 99)	SY 1999-2000 (FY 00)	SY 2000-2001 (FY 01)	SY 2001-2002 (FY 02)	SY 2002-2003 (FY 03)
Program Services	\$ 865,329	\$ 1,065,953	\$ 1,633,208	\$ 2,011,089	\$ 2,392,219
Management & General	230,023	318,401	352,400	526,259	587,459
Total Expenses	\$ 1,095,349	\$ 1,384,354	\$ 1,985,608	\$ 2,537,348	\$ 2,979,678

DISTRICT OF COLUMBIA BOARD OF EDUCATION
Public Charter Schools Office

A Five-Year Review of

THE INTEGRATED DESIGN ELECTRONICS ACADEMY (IDEA) PUBLIC CHARTER SCHOOL

Table 12

Summary of Assets and Liabilities

Fiscal Year Ending September 30	Total Current Assets	Total Other Assets (Property and Equipment)	Total Assets	Total Current Liabilities	Total Long-Term Liabilities	Total Liabilities	Total Net Assets	Total Liabilities and Net Assets
September 30, 1999 FY 1999 FY 1998-1999	\$ 19,461	\$ 65,378	\$ 84,839	\$ 15,000	0	\$ 15,000	\$ 69,839	\$ 84,839
September 30, 2000 FY 2000 (SY 1999-2000)	\$ 254,042	\$ 131,345	\$ 385,387	0	0	0	\$ 385,387	\$ 385,387
September 30, 2001 FY 2001 (SY 2000-2001)	\$ 855,551	0	\$ 1,099,190	0	0	0	\$ 1,099,190	\$ 1,099,190
September 30, 2002 FY 2002 (SY 2001-2002)	\$ 2,375,687	\$ 601,413	\$ 4,173,875	\$ 100,000	\$ 2,932,066	\$ 3,032,066	\$ 1,141,809	\$ 4,173,875
September 30, 2003 FY 2003 (SY 2002-2003)	\$ 701,862	\$ 575,513	\$ 1,277,375	\$ 00,000	\$2,936,544	\$2,936,544	\$ 472,732	\$ 1,750,107

B. Independent Audits of the Financial Statement – Key Findings

In each of the five years, the School received an unqualified audit.

• **SY 1998-1999 (FY 1999)**

- ✓ In September 1999, IDEA received a loan from one of its members for operating purposes. Under the terms of the note, IDEA would repay the loan including 5.0% interest per annum on or before December 1, 1999. The note payable was \$15,000 on December 30, 1999. On October 22, 1999, IDEA repaid the loan in full.
- ✓ On September 30, 1999, IDEA entered into a \$120,000 loan agreement with Branch Banking & Trust company to finance its short-term cash flow requirements. Under the terms of the loan, IDEA could draw any amount up to \$120,000 on or before May 1, 2000. Interest is at prime plus 1.5% per annum. At September 30, 1999, the amount borrowed on the loan was \$-0.
- ✓ On October 5, 1999, IDEA borrowed \$59,600 on this loan. IDEA repaid the loan in full on October 22, 1999.

DISTRICT OF COLUMBIA BOARD OF EDUCATION
Public Charter Schools Office

A Five-Year Review of

THE INTEGRATED DESIGN ELECTRONICS ACADEMY (IDEA) PUBLIC CHARTER SCHOOL

• SY 1999-2000 (FY 2000)

- ✓ IDEA currently occupies the Carver School pursuant to an August 30, 1999 Use Agreement with DC Public Schools (DCPS) that provides for a monthly rental payment of \$1,541 and also provides for an offset against rent of the cost of repairs and improvements that IDEA makes to the premises. IDEA has submitted a list of rent offsets totaling \$239,562 to DCPS. In the April 6, 2000 extension to the Use Agreement, DCPS agreed that rental payments for months subsequent to January 2000 would be deferred until DCPS determined the final offset amount allowed.

Through an informal agreement with Buena Vista Academy, IDEA is currently using approximately 10,500 square feet of space in the Carver School that DCPS rents to Buena Vista Academy. IDEA is negotiating with DCPS to formalize rental of this additional space by amendment to the Use Agreement.

As of September 30, 2000, IDEA is preparing a proposal to DCPS to purchase the Carver School.

- ✓ On March 16, 2000, IDEA entered into a \$130,000 loan agreement with Branch Banking & Trust Company to finance its short-term cash flow requirements. Under the terms of the loan, IDEA could draw any amount up to \$150,000 on or before March 16, 2000. Interest is at Prime plus 1.5% per annum. As of September 30, 2000, the amount borrowed on the loan was \$-0-.
- ✓ As of September 30, 2000, IDEA has cash in a bank in excess of the Federal Deposit Insurance Corporation's \$100,000 limit by approximately \$124,500.

• SY 2000-2001 (FY 2001)

- ✓ IDEA currently occupies the Carver School pursuant to an August 30, 1999 Use Agreement with DC Public Schools (DCPS) that provides for a monthly rental payment of \$1,541 and also provides for an offset against rent of the cost of repairs and improvements that IDEA makes to the premises. IDEA has submitted a list of rent offsets totaling \$239,562 to DCPS. In the April 6, 2000 extension to the Use Agreement, DCPS agreed that rental payments for months subsequent to January 2000 would be deferred until DCPS determined the final offset amount allowed.

As of September 30, 2001, IDEA is in the exploratory phase of purchasing the Carver School from DCPS.

- ✓ As of September 30, 2001, IDEA had cash in a bank in excess of the Federal Deposit Insurance Corporation's \$100,000 limit by approximately \$707,910.

• SY 2001-2002 (FY 2002)

- ✓ On October 11, 2001, IDEA signed a commitment letter with Alifirst Bank to finance its short-term cash flow requirements. Under the terms of the commitment letter, IDEA could draw any amount up to \$350,000 as a revolving loan and a bridge loan in an amount up to, but not exceeding, the lesser of \$935,000 or 85% of the appraised value of the Carver School. A portion of the bridge loan is to be used to purchase the Carver School. The total commitment is \$1,285,000. As of September 30, 2001, the amount borrowed on this commitment was \$-0-.

DISTRICT OF COLUMBIA BOARD OF EDUCATION
Public Charter Schools Office

A Five-Year Review of

THE INTEGRATED DESIGN ELECTRONICS ACADEMY (IDEA) PUBLIC CHARTER SCHOOL.

• 2002-2003 (FY 2003)

- ✓ On May 1, 2002, IDEA obtained a loan from the District of Columbia (DC) to finance the acquisition, construction, rehabilitation, renovation, equipping, and furnishing of an education building located in DC and to pay the costs related to the financing. DC financed the loan with the issuance of \$2.6 million in variable rate demand revenue bonds.

In order to enhance the marketability of the Series 2002 Bonds, (the bonds), IDEA requested Allfirst Bank (the Bank) to issue to the Trustee the Bank's irrevocable, transferable direct-pay letter of credit to provide payment for and secure the payment of the principal of and interest on, and the purchase price of the Bonds.

- ✓ IDEA received a grant from the District of Columbia Public Charter Schools Credit Enhancement Fund (the Fund) in the amount of \$426,000. According to the terms of the grant, the funds must be deposited in an interest bearing account with the Bank. The grant is solely for the purpose of providing additional collateral for the reimbursement obligations of IDEA under the Letter of Credit. The grant, at all times, shall be deposited with the Bank unless an act of default occurs. Upon termination of the grant, as defined in the agreement, the grant shall revert to the Fund. As of September 30, 2003, the balance in the account was approximately \$432,000.

C. Liability Coverage

- ✓ The Trustees have acquired and maintained appropriate levels of liability insurance over the five-year period

APPENDICES

APPENDIX A

CONTRACT

BETWEEN THE DISTRICT OF COLUMBIA BOARD OF EDUCATION

AND

**THE TRUSTEES OF THE INTEGRATED DESIGN ELECTRONICS ACADEMY (IDEA)
PUBLIC CHARTER SCHOOL**

CONTRACTUAL AGREEMENT

BETWEEN

THE DISTRICT OF COLUMBIA BOARD OF EDUCATION

AND

**THE BOARD OF TRUSTEES OF THE INTEGRATED DESIGN
ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL**

July 1, 1998

**CONTRACTUAL AGREEMENT BETWEEN
THE DISTRICT OF COLUMBIA BOARD OF EDUCATION
AND THE
BOARD OF TRUSTEES OF THE INTEGRATED DESIGN ELECTRONICS
ACADEMY PUBLIC CHARTER SCHOOL**

The District of Columbia Board of Education (Board) herewith grants a charter for the establishment of the Integrated Design Electronics Academy Public Charter School (School), effective on July 1, 1998. Such charter shall remain in force for a period of fifteen years, through June 30, 2013, pursuant to the D. C. School Reform Act of 1995, as amended, (School Reform Act) and pending availability of funding, unless revoked by the Board pursuant to provisions of the School Reform Act. Such charter may be renewed by the Board upon submission of an appropriate application for renewal by the Board of Trustees (Trustees) of the School and appropriate review and action by the Board, pursuant to §2212 of the School Reform Act. The Board shall review the School once every 5 years, beginning on the date that is 5 years after the date on which the charter is granted or renewed, to determine whether the charter should be revoked for the reasons described in § 2213 (b)(1)(B) in accordance with the procedures for such revocation established under §2213(c) of the School Reform Act.

This contract and the approved application for the School, properly amended and substituted as required by the Board, shall constitute a legal and binding agreement between the Trustees and the Board.

Section I: GENERAL

- A. The School shall comply with all terms and provisions of its charter and subsequent amendments approved by the Board, provisions of the School Reform Act, and all other pertinent federal and District statutes.
- B. Should the School seek to revise its charter, the school shall prepare a petition for approval of the revision(s) and submit the petition to the Board. The provisions of the School Reform Act, §2203.(c)(10) shall apply to such a petition for revision(s) in the same manner as such provisions apply to a petition to establish a public charter school.
- C. Reports submitted to the Board by the School shall be approved by the Trustees and shall bear the signature of the Chairperson of the Trustees.

**Section II: FOCUS OF THE INTEGRATED DESIGN ELECTRONICS
ACADEMY PUBLIC CHARTER SCHOOL**

- A. The School shall integrate academic and vocational course work using the JROTC Program for team work and leadership. A solid background in mathematics, science and English will be stressed so that students will be able to score well on academic assessments as well as prepare themselves for higher education and the world of work.
- B. The School will serve approximately 150 students in grades 9 through 12 in SY 1998-1999, increasing to 175 students in SY 1999-2000, 220 students in SY 2000-2001, and to 225 students in SY 2001-2002, the maximum number of students to be enrolled under the terms of this charter.

Section III: BOARD OF TRUSTEES

- A. The School shall be governed by a Board of Trustees, whose number shall not exceed fifteen (15), in a manner consistent with the *School Reform Act* and provisions of the approved charter. (*School Reform Act, §2204(c)(6)*).
- B. The Trustees shall be established pursuant to §2205 of the *School Reform Act*. The first (interim) Trustees shall be established not later than May 29, 1998, and shall exercise all of the powers and shall be subject to all of the duties of a Board of Trustees.
- The Trustees shall be elected or selected pursuant to §2205 of the *School Reform Act* on the earliest practicable date, but not later than 30 days, after classes at the School have commenced.
- C. The Trustees shall be fiduciaries of the School and shall set overall policy for the School. The Trustees may make final decisions on matters related to the operation of the School, consistent with its charter, the *School Reform Act*, and other applicable laws.
- D. The Trustees are held accountable to and by the Board for ensuring that the School provides a sound educational program, ensures the health, safety and security of students, employees, and guests of the School, and adheres to all provisions of its charter and all pertinent District and federal regulations.
- E. The Trustees shall ensure that their fiduciary responsibilities are not compromised by the appointment of such trustees to salaried positions in the School, thus resulting in a conflict of interest. Exceptions may be in the election/selection of teacher representatives to serve as Trustees.
- F. The Trustees recognize the Board as the eligible chartering authority with legal responsibility for:
1. Monitoring the operations of the School;
 2. Ensuring that the School complies with applicable laws and the provisions of the charter granted to such school; and
 3. Monitoring the progress of the School in meeting student academic achievement expectations specified in the charter granted to the School.
- G. The Board, as the eligible chartering authority, may require the School to produce any book, record, paper, or document, if the Board determines that such production is necessary for the eligible chartering authority to carry out its functions under the *School Reform Act*.
- H. The name, address, telephone number and a resume of each member of the Trustees shall be submitted to the Board within five days of establishment of the Trustees, and such information shall be updated within five days of any change in the directory information or membership on the Trustees.

Section IV: EDUCATIONAL PROGRAM

- A. The School shall implement an educational program that provides students with the knowledge, proficiency, and skills needed to become nationally and internationally competitive students and educated individuals in the 21st century; and to perform competitively on any district-wide assessments. (*School Reform Act, §2202(3)*).
- B. Not later than August 31, 1998, the School shall submit the content and performance standards by grade level/instructional level for student achievement and advancement. The School's curricula shall be available for Board review not later than August 31, 1998.
- C. The School shall monitor and report student progress on at least a quarterly basis and shall provide the necessary services to support students' academic success and overall development. The School shall achieve both the academic and nonacademic goals outlined in its charter.
- D. The School, for the purposes of Part B of the Individuals With Disabilities Act (IDEA) and the Rehabilitation Act of 1973, has elected to be treated as an LEA and shall take the necessary action to ensure that identified students are provided an appropriate education. Not later than July 31, 1998, the School shall submit a plan that outlines the process for delivery of full services from the point of referral through evaluation/assessment, development of Individualized Education Plans (IEP's), and delivery of special education and related services to identified students.

Section V. STUDENT ASSESSMENT

- A. Students enrolled in the School shall participate in any District-wide assessments.
- B. Not later than August 31, 1998, the School shall submit a description of the manner in which the school will conduct any district-wide assessments. (*School Reform Act, §2202(1)*).

Section VI. TUITION, FEES AND PAYMENTS

- A. Pursuant to the *School Reform Act, §2204(c)(2)*, the School, with the exception of nonresident students, shall not impose fees or otherwise require payment for participation in any program, educational offering, or activity that:
 - 1. enrolls students in any grade from 9 through grade 12; or
 - 2. is funded in whole or part through an annual local appropriation.

- B. The School may impose fees or otherwise require payment, at rates established by the Trustees of the School, for any program, educational offering, or activity not described in 1 or 2 above, including adult education programs, or for field trips or similar activities.
- C. The School shall apply the nonresident tuition rates established by the District of Columbia Public School System for the enrollment of nonresident students. (*School Reform Act, §2206(e)*).

Section VII: ACCOUNTABILITY

- A. The School shall develop a local school accountability plan with measurable performance targets for at least a five-year period. Such plan shall include baseline data and indicators of incremental gains on at least an annual basis for each management goal area and for the academic and nonacademic goals and objectives established for the student population. The accountability plan shall be submitted not later than July 29, 1998, with the specific targets for student achievement to be appended upon the acquisition of baseline data from the initial academic assessment of students.
- B. The Board shall conduct a monitoring site visit to the School not less than once in each academic quarter during the School's first year of operation and not less than once in each academic semester in subsequent years, for the purpose of fulfilling its oversight responsibilities, pursuant to §2211 of the *School Reform Act*.

Section VIII: FACILITY

- A. By June 30, 1998, the School shall submit to the Board documentation that an appropriate facility has been acquired for the School, including (I) a description of the site where the School will be located, any buildings on the site, and any buildings proposed to be constructed on the site, and (II) information demonstrating that the eligible applicant has acquired title to, or otherwise secured the use of the facility. (*School Reform Act, §2202*).

The Phelps High School has been approved as a site for the School until the School can identify a permanent location. Upon execution, the Use Agreement shall serve as documentation that a facility has been acquired. The School has submitted the letter of approval from the Office of the Chief Operating Officer, DCPS.

The School also is in negotiations with Southeastern University for a facility.

- B. The School shall provide to the Board documentation of inspection and approval of the facility by the District of Columbia Government building inspector and a certificate of occupancy from the Department of Consumer and Regulatory Affairs prior to the first day of School for teachers should the School elect not to use a DCPS facility.

Section IX: BACKGROUND CHECKS

- A. The School shall ensure the conduct of a background check/clearance of all employees and volunteers, the results of which shall be received by the School prior to the first day on which such employee or volunteer is scheduled to report for duty/work.
- B. Background reports for all employees and volunteers shall be made available to the Board during its monitoring visits. In cases in which the report revealed criminal activity by persons to be hired or accepted as volunteers by the school, a copy of the report shall be submitted to the Board within 24 hours of receipt by the school.

Section X: DISTRICT OF COLUMBIA PUBLIC SCHOOL SYSTEM SERVICES

The School shall identify services needed from the District of Columbia Public School System in the following school year, not later than June 15, 1998 for SY 1998-99, and not later than February 15th in ensuing years (unless multi-year contracts have been executed), initiate negotiations with the Superintendent of Schools for services and compensation for such services with a goal toward achieving mutual agreement and a signed contract not later than July 15th. (School Reform Act, §2209).

Section XI: ARTICLES OF INCORPORATION

The Trustees shall file with the District Government by May 29, 1998, following final review by the Board, Articles of Incorporation and By-Laws of the School. *A public charter school shall be nonsectarian and shall not be affiliated with a sectarian school or religious institution. A public charter school shall be organized under the District of Columbia Nonprofit Corporation Act (D. C. Code, sec. 29-501 et. seq.). (School Reform Act, §2204(c)(15) and (16)).*

Section XII: ACCREDITATION

The School shall initiate the accreditation process not later than forty-five days following the opening of the School and shall provide to the Board of Education copies of official documentation that such process has begun, reports of progress from the accrediting body, and immediate notification of any barriers to full accreditation or any potential for loss of full accreditation once achieved. The School shall obtain accreditation at the earliest possible date allowable by the accreditation body, but not later than five years of the initial opening date, and shall maintain full accreditation throughout the life of the charter. (School Reform Act, §2202(16)).

Section XIII: REPORTING REQUIREMENTS

A. Census

The School shall provide to the Board student enrollment data necessary for the Board to comply with Section 3 of Article II of the Act of February 4, 1925 (D.C. Code, sec. 31-404) (relating to the census of minors.) See *School Reform Act, §2204(c)(12)*.

B. Compulsory School Attendance

The School shall ensure adherence to provisions of D. C. Law 8-247, "District of Columbia Compulsory School Attendance Amendment Act of 1990," section 4 of which is highlighted below:

"The principal or head teacher of each public, independent, private, or parochial school, and each teacher who gives private instruction, shall, in accordance with the rules adopted by the Board pursuant to Title I of the APA, report to the Board the name, address, sex, and date of birth of each minor who resides permanently or temporarily in the District who transfers between schools or who enrolls in or withdraws from his or her school."

C. Membership/Calculation of Number of Students

1. Not later than September 15th of each year, the School shall calculate and report to the Board, on a form to be provided by the Board, the following student membership information: (*School Reform Act, §2402*).
 - (a) The number of students, including nonresident students and students with special needs, enrolled in each grade from grade nine through grade twelve.
 - (b) The amount of fees and tuition assessed and collected from the nonresident students described in (a) above.
2. Not later than March 15th of each year, the School shall submit to the Board a report of student membership in the same form and manner as described in Section 1 above. (*School Reform Act, §2402*).

D. Annual Report

The Trustees shall submit to the Board, not later than July 15th of each year an annual report of progress for the academic year ending on June 30th of that year. The contents of such report shall include, but may not be limited to, the following: (*School Reform Act, §2204(c)(11)*).

1. A report on the extent to which the school is meeting its mission and goals as stated in the approved petition for the School, including a discussion of annual and incremental gains toward long-range objectives;
2. Student performance on any district-wide assessments, including a discussion of pre- and post data comparisons as well as annual and longitudinal comparisons over the period of the charter;
3. Grade advancement for students enrolled in the public charter, including a discussion of annual and longitudinal comparisons over the period of the charter;
4. Graduation rates, college admission test scores, and college admission rates including a discussion of annual and longitudinal comparisons over the period of the charter;
5. Types and amounts of parental involvement;
6. Official student enrollment;
7. Average daily attendance;
8. Average daily membership;
- *9. A financial statement audited by an independent certified public accountant in accordance with Government auditing standards for financial audits issued by the Comptroller General of the United States;
10. A report on school staff indicating the qualifications and responsibilities of such staff; and
11. A list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the year that is the subject of the report.

Data described in items 1 through 8 and 10 above shall not identify the individuals to whom the data pertain.

**Shall be submitted by November 15th (45 days after September 30th - close of the fiscal year.)*

The annual report shall be organized with a table of contents and identified appendices, as needed.

The Trustees shall submit twenty copies of the annual report to the Board and shall make such report available for review by the community

B. Annual Audits

The Trustees of the School shall submit to the Board by November 15th (45 days following the end of the fiscal year on September 30th) audit reports for the preceding fiscal year as follows: *(School Reform Act, §2202(6)(A)).*

1. Financial statement
2. Administrative operations
3. Programmatic operations

The School may elect to use information from the Board's Monitoring Report to meet the requirements of 2 and 3 above.

Section XIV: FEES

By November 15th of each year, the School shall pay to the Board a fee in the amount of one-half of one percent of the annual budget of the School, to cover the cost of undertaking the on-going administrative responsibilities of the Board, the eligible chartering authority. (School Reform Act, §2211(b)).

Section XV: CONTRACTING AUTHORITY

DC School Reform Act of 1995, §2204(c)

(A) *Notice Authority.* - Except in the case of an emergency (as determined by the eligible chartering authority of a public charter school), with respect to any contract proposed to be awarded by the public charter school and having a value equal to or exceeding \$10,000, the school shall publish a notice of a request for proposals in the District of Columbia Register and newspapers of general circulation not less than 30 days prior to the award of the contract.

(B) *Submission to the Authority.*

- (i) *Deadline for Submission.* - With respect to any contract described in subparagraph (A) that is awarded by a public charter school, the school shall submit to the Authority, not later than 3 days after the date on which the award is made, all bids for the contract received by the school, the names of the contractor who is awarded the contract, and the rationale for the award of the contract.
- (ii) *Effective Date of Contract.* -
- (I) *In General.* - Subject to subclause (II), a contract described in subparagraph (A) shall become effective on the date that is 15 days after the date the school makes the submission under clause (i) with respect to the contract, or the effective date specified in the contract, whichever is later.
- (II) *Exception.* - A contract described in subparagraph (A) shall be considered null and void if the Authority determines, within 12 days of the date the school makes the submission under clause (i) with respect to the contract, that the contract endangers the economic viability of the public charter school.

Section XVI: APPLICATION FOR CHARTER RENEWAL

Should the Trustees of the School desire to renew the charter, the Trustees shall file an application to renew the charter with the Board not later than 120 days nor earlier than 365 days before the expiration of the charter. The application shall contain the following: (School Reform Act, §2212).

- A. A report on the progress of the School in achieving the goals, student achievement expectations and other terms of the approved charter.
- B. All audited financial statements of the School for the preceding 4 years.

Section XVII: ANNUAL PAYMENTS

The Board and the Trustees understand that pursuant to the School Reform Act, §2403, the following shall apply:

(A) INITIAL PAYMENT. - In General. - Except as provided in clause (ii), not later than October 15 of each year, the Mayor shall transfer, by electronic funds, an amount equal to 75 percent of the amount of the annual payment for each public charter school determined by using the formula established pursuant to section 2401(b) of the School Reform Act to a bank designated by such school.

(ii) REDUCTION IN CASE OF NEW SCHOOL. - In the case of a public charter school that has received a payment under subsection (b) in the fiscal year immediately preceding the fiscal year in which a transfer under clause (i) is made, the amount transferred to the school under clause (i) shall be reduced by an amount equal to 75 percent of the amount of the payment under subsection (b).

(B) FINAL PAYMENT - (i) Except as provided in clauses (ii) and (iii), not later than May 1 of each year, the Mayor shall transfer the remainder of the annual payment for a public charter school in the same manner as the initial payment was made under subparagraph (A).

(ii) ADJUSTMENT FOR ENROLLMENT. - Not later than March 15 of each year, if the enrollment number of a public charter school has changed from the number reported to the Mayor and the Board of Education, as required under section 2402(a), the Mayor shall increase the payment in an amount equal to 50 percent of the amount provided for each student who has enrolled in such school in excess of such enrollment number, or shall reduce the payment in an amount equal to 50 percent of the amount provided for each student who has withdrawn or dropped out of such school below such enrollment number.

(iii) REDUCTION IN CASE OF NEW SCHOOL. - In the case of a public charter school that has received a payment under subsection (b) in the fiscal year immediately preceding the fiscal year in which a transfer under clause (i) is made, the amount transferred to the school under clause (i) shall be reduced by an amount equal to 25 percent of the amount of the payment under subsection (b).

(b) PAYMENTS TO NEW SCHOOLS. - (3)(A) IN GENERAL. - Not later than June 1, 1998, and not later than June 1 of each year thereafter, the Chief Financial Officer of the District of Columbia shall pay from the New Charter School Fund, to each public charter school described in paragraph (5), an amount equal to 25 percent of the amount yielded by multiplying the uniform dollar amount used in the formula established under section 2401(b) by the total anticipated enrollment as set forth in the petition to establish the public charter school.

Section XVIII: REVOCATION

A. Charter or Law Violations; Failure to Meet Goals (*School Reform Act, §2213*)

- (1) In general subject to paragraph (2), the Board, as an eligible chartering authority that has granted a charter to a public charter school, may revoke the charter if the Board determines that the school --
- (A) committed a violation of applicable laws or a material violation of the condition, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities; or
- (B) failed to meet the goals and student academic achievement expectations as set forth in the charter.
- (2) **SPECIAL RULE** -- an eligible chartering authority may not revoke a charter under paragraph (1)(B) except pursuant to a determination made through a review conducted under section 2212(a)(3)(B)

B. Fiscal Mismanagement (*School Reform Act, §2213*)

The Board as the eligible chartering authority shall revoke the charter of a school to which it has granted a charter if the Board determines 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; or
- (3) is no longer economically viable.

C. Revocation procedures shall adhere to the *School Reform Act, §2213*.

Signed this 1st day of July, 1998.

District of Columbia Board of Education

Trustees of the Integrated Design Electronics
Academy Public Charter School

APPENDIX B

CERTIFICATE OF INCORPORATION (October 9, 1997)

**INTEGRATED DESIGN ELECTRONICS ACADEMY (IDEA)
PUBLIC CHARTER SCHOOL**

CERTIFICATE OF AMENDMENT (July 16, 1998)

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
BUSINESS REGULATION ADMINISTRATION



CERTIFICATE

THIS IS TO CERTIFY that all applicable provisions of the DISTRICT OF COLUMBIA NONPROFIT CORPORATION ACT have been complied with and accordingly, this **CERTIFICATE of INCORPORATION** is hereby issued to

INTEGRATED DESIGN ELECTRONICS ACADEMY

as of **OCTOBER 9TH, 1997.**

W. David Watts
Director

Katherine A. Williams
Administrator
Business Regulation Administration

[REDACTED]
Alt. Asst. Corporate Program Manager
Corporations Division

Marion Barry, Jr.
Mayor

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
BUSINESS REGULATION ADMINISTRATION



CERTIFICATE

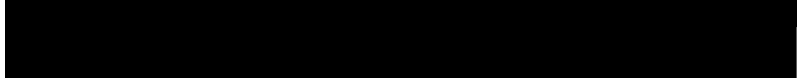
THIS IS TO CERTIFY that all applicable provisions of the DISTRICT OF COLUMBIA NONPROFIT CORPORATION ACT have been complied with and accordingly, this **CERTIFICATE of AMENDMENT** is hereby issued to

**INTEGRATED DESIGN ELECTRONICS ACADEMY
PUBLIC CHARTER SCHOOL**

as of **July 16th, 1998.**

Dwight H. Reeves
Interim Director

Patricia A. Montgomery
Administrator
Business Regulation Administration



Act. Asst. Corporate Program Manager /
Corporations Division

Marion Barry, Jr.
Mayor

APPENDIX C

ARTICLES OF INCORPORATION

**INTEGRATED DESIGN ELECTRONICS ACADEMY (IDEA)
PUBLIC CHARTER SCHOOL**

ARTICLES OF INCORPORATION
OF THE
INTEGRATED DESIGN ELECTRONICS ACADEMY

To: Department of Consumer and Regulatory Affairs
Corporation Division
614 H Street N.W.
Washington, D.C. 20001

We, the undersigned natural persons of the age of twenty-one (21) years or more, acting as incorporators of a non-profit corporation under the Corporation Act (D.C. Code, 1981 Edition, Title 29, Ch. 5) adopt the following ARTICLES OF INCORPORATION for such Corporation:

FIRST: The name of the corporation is INTEGRATED DESIGN ELECTRONICS ACADEMY.

SECOND: The period of its duration is perpetual.

THIRD: The purpose or purposes for which the corporation is organized are:

a) Said corporation is organized exclusively for charitable, educational and scientific purposes, within the meaning of Section 501(c) (3) of the Internal Revenue Code or corresponding section of any future Federal tax code, including the establishment and conduct of a Chartered High School under the District of Columbia Public School System.

b) The specific purpose of the Corporation is to manage, operate, guide, direct and promote education in general academic subjects and specialized training in electronics at the Academy which shall be classified as a Washington, D.C. "chartered" school.

FOURTH: The Corporation will have one class of voting members.

FIFTH: The qualifications, privileges and rights of the members shall be determined by the Board of Directors (herein designated as Board of Trustees)

SIXTH: The manner in which the trustees shall be elected or appointed shall be provided and set out in the By-laws.

FILED

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BY: _____

SEVENTH

The Provisions for the regulation of the internal affairs of the corporation, including provisions for distribution of assets on dissolution or final liquidation are:

a) No part of the net earnings of the organization shall inure to the benefit of or be distributable to its members, trustees, directors, or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of Section 501(c) (3) purposes. No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of, or in opposition to, any candidate for public office.

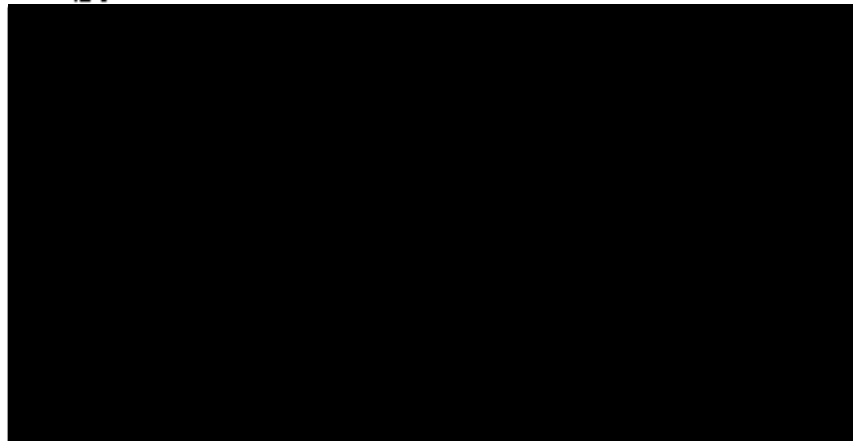
b) Notwithstanding any other provision of these articles, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from Federal income tax under Section 501(c) (3) of the Internal Revenue Code (or corresponding section of any future Federal tax code or (b) by an organization, contributions to which are deductible under section 170(c) (2) of the Internal Revenue Code (or corresponding section of any future Federal tax code).

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

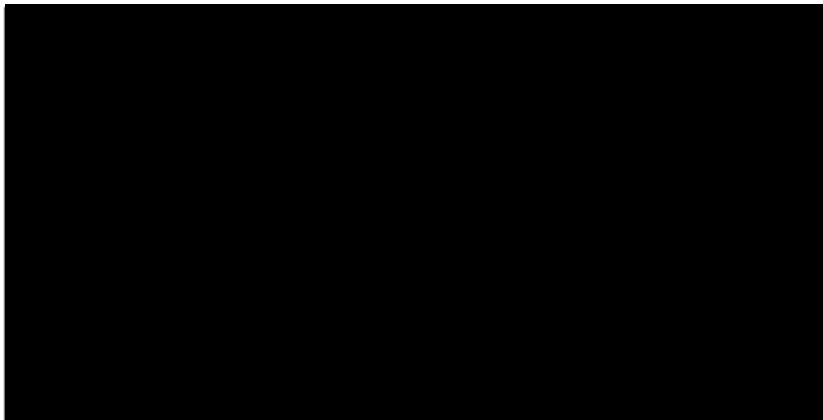
d) However, if the named recipient is not then in existence or no longer a qualified distributee, or unwilling or unable to accept the distribution, then the assets of this corporation/organization shall be distributed to a fund, foundation or corporation organized and operated exclusively for the purpose specified in Section 501(c) (3) of the Internal Revenue Code (or corresponding section of any further Federal tax code).

Eighth: The address including street and number of the initial registered office of the corporation is 704 26th St. , N.E. (Phelps) , Washington DC 20002 and the name of the initial registered agent is Mrs Marsha L. Brevard.

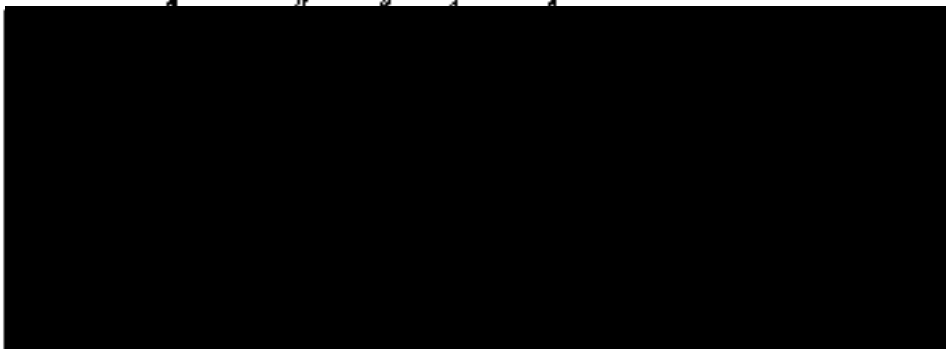
NINTH: The number of Directors constituting the initial Board of Directors is three (3) and the names and addresses, including street number of the persons who are to serve as Directors until the first annual meeting or until their successors be elected and qualified are:



TENTH: The name and address, including street and number of each incorporator is:



Date: October 2, 1997



Subscribed and Sworn Before me this 2nd day of October 1997.



notary

My Commission expires: 8/14/98

**ARTICLES OF AMENDMENT
TO
ARTICLES OF INCORPORATION
OF
INTEGRATED DESIGN ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL**

To: Department of Consumer and Regulatory Affairs
Corporation Division
614 H Street, N.W.
Washington, D.C. 20001

Pursuant to the provisions of the District of Columbia Nonprofit Corporation Act, the undersigned adopts the following Articles of Amendment to its Articles of Incorporation:

FIRST: The name of the corporation is: Integrated Design Electronics Academy Public Charter School.

SECOND: The following amendments to the Articles of Incorporation were adopted by the Corporation in the manner prescribed by the District of Columbia Nonprofit Corporation Act:

The Fourth Article is amended in its entirety in the following manner:

Fourth The Corporation shall have no members.

The Fifth Article is amended in its entirety in the following manner:

Fifth The Trustees, officers, employees shall have limited liability and rights of indemnification to the full extent permitted by the Code of Laws of the District of Columbia, as it exists on the date hereof or may hereafter be amended, and any other applicable law. The Corporation shall indemnify any person who was or is a Trustee, officer, employee of the Corporation against expenses (including attorneys' fees), judgments, fines and amounts paid in settlements actually and reasonably incurred in connection with the defense of an action or proceeding, or threatened action or proceeding, by reason of the fact that such person was or is a Trustee, officer, or employee of the Corporation; provided however, that the Corporation only shall indemnify volunteers from civil liability to the full extent permitted by the Code of Laws of the District of Columbia, as it

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exists on the date hereof or may hereafter be amended, and any other applicable law. The Board of Trustees is hereby empowered to contract in advance to indemnify such persons.

THIRD: The amendments were adopted in the following manner: The amendments were adopted by a consent in writing signed by all members entitled to vote with respect hereto

Date: June 18, 1998

INTEGRATED DESIGN ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

By: [REDACTED]

BG (R) Donald Delandro

Its: President

ATTEST [REDACTED]

By: [REDACTED]

Its: Secretary

APPENDIX D

BYLAWS OF

**INTEGRATED DESIGN ELECTRONICS ACADEMY (IDEA)
PUBLIC CHARTER SCHOOL, INC.**

BYLAWS

OF

Integrated Design Electronics Academy(IDEA) Public Charter School, INCORPORATED

A Washington, DC Nonprofit Public Benefit Corporation

ARTICLE I

OFFICES

The corporation's principal office shall be fixed and located at such place within the attendance boundaries of the Washington, DC School as the Board of Trustees ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another within such attendance boundaries in the Washington, DC School District.

ARTICLE 2

PURPOSE

The specific and general purposes of the corporation are described in the Articles of Incorporation.

ARTICLE 3

MEMBERS

Section 3.1 Members

The corporation shall have members. The members of this corporation include the Charter school staff, business partners and parents of students enrolled in the Charter school. Any action, which would otherwise by law require approval by a majority of all members or approval by the members, shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the board.

Section 3.2 Associates

Nothing in this Article 3 shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member. Such individuals may originate and take part in the discussion or any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws, some or all of a member's rights, set forth in the Washington, DC Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of Trustees, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or Bylaws, but no such person shall be a member. The Board may also, but without establishing memberships, create an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

Section 3.3 Annual Meeting

The corporation shall hold an annual meeting each September for the purpose of electing Trustees and the transaction of other business

ARTICLE 4

TRUSTEES(Board of Trustees)

Section 4.1 General Powers

Subject to the limitations of the Washington, DC Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), Management Company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

Section 4.2 Specific Powers

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

a. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; and to fix their compensation;

b. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefor which are not inconsistent with the law, the corporation's Articles of Incorporation or these Bylaws, as it deems best;

c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best;

d. To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefor;

e. To carry on a business at a profit and apply any profit that results from the business activity to any activity in which it may lawfully engage;

f. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;

g. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;

h. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose;

i. To carry out such other duties as are described in the Charter.

Section 4.3 Number, Election and Term of Trustees

a. The authorized number of Trustees shall be fifteen (15) until changed by amendment of these Bylaws

b. Each of the following persons shall occupy automatically a position with the Board of Trustees of the corporation, ex officio with right to vote:

(1) Two (2) parents of students then attending IDEA Academy, each of whom shall be elected by the majority vote of those parents, of students then attending IDEA Academy, present and voting at the annual meeting of the corporation.

(2) Eleven (11) at large members, each of whom shall be elected at the Annual Meeting, by the majority vote of the members;

(3) Two (2) members of the faculty of IDEA Public Charter School each of whom shall be elected at-large by the faculty of the IDEA Public Charter School.

(4) The Director of the IDEA Public Charter School will be a non-voting member of the Board and serve ex-officio as secretary of the Board;

c. The members of the initial Board of Trustees for the Academy will be selected by the incorporators and are set forth in Appendix 11 of the charter school application. Four of the initial Trustees will serve a three-year term through the 2001/2002 school year and three will serve a two-year term through the 2000/2001 school year. Elections for the board members will be held at the Annual board meeting. The terms of the board members will be staggered. All board members' terms will be for two years thereafter. Each Trustee who is appointed or elected by virtue of holding another position as described above, shall continue as a Trustee of the corporation so long as they hold such other position. Each person who was elected as a Trustee by virtue of being a parent with one or more children attending the IDEA Public Charter School shall automatically be deemed to have resigned and be removed from the Board at any time which at least one child of such person no longer attends IDEA. If a child of a board member graduates from IDEA during the term of the parent, the parent will be allowed to complete his or her term.

Section 4.4 Resignation and Removal

Subject to the provisions of the Washington, DC Nonprofit Public Benefit Corporation Law, any Trustee may resign effective upon giving written notice to the Chairman or the Secretary or the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Trustee may be removed without cause by a majority of the Trustees then in office.

Section 4.5 Vacancies

a. A Board vacancy or vacancies shall be deemed to exist if any Trustee dies, resigns, or is removed, or if the authorized number of Trustees is increased.

b. The Board may declare vacant the office of any Trustee who has been convicted of a felony, or has been found to have breached any duty arising under the Washington, DC Nonprofit Public Benefit Corporation Law or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend two (3) or more meetings of the Board of Trustees in any calendar year, without reasonable excuse.

c. Any member of the Board may initiate removal of a Trustee for one or more of the reasons listed in Section 4.5.b above. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Trustee whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board of Trustees shall be taken in public.

d. A vacancy on the Board shall be filled in the same manner of selection as that used to select the Trustee whose office is vacant, provided that vacancies to be filled by election by Trustees may be filled by a majority of the remaining Trustees, although less than a quorum.

e. No reduction of the authorized number of Trustees shall have the effect of removing any Trustee before the expiration of the Trustee's term of office.

f. The members of the Board will select the officers of the Board. The officers will be Chairman, Assistant-Chairman, Secretary and Treasurer. The term of office shall be for one year. In case of dismissal or resignation from the Board or other vacancies on the Board, volunteers will be asked to apply and serve the remainder of the term for that particular Board member. The Board may choose not to reorganize at the time of seating the new board member. Attendance at Board meeting is mandatory. Missing three(3) meeting in a row without reasonable notification to the Secretary will result in immediate dismissal from the Board.

g. Operation of the Board. The Board will meet at least once a month to discuss the Public Charter School's operation and hear reports/updates from each Board member, consider and adopt policies and consider requests and concerns from parents, students and teachers. A majority vote of those present at a Board meeting will constitute action by the Board.

Section 4.6 Place of Meetings

Meetings of the Board may be held at the principal office of the corporation or at any other place that has been designated in the notice of the meeting or, if there is no notice, by resolution of the Board.

Section 4.7 Annual Meeting

The Board shall hold an annual meeting for the purposes of organization, selection of Trustees and officers, and the transaction of other business.

Section 4.8 Regular Meetings

Regular meetings of the Board, including the annual meeting, shall be held without call or notice on such dates and at such times and places as may be from time to time fixed by the Board.

Section 4.9 Special Meetings

- a. The Chairman of the Board or the Assistant-Chairman may call special meetings of the Board for any purpose (s) at any time
- b. Special meetings of the Board may be held only after each Trustee has received four (4) days notice by first class mail or forty-eight (48) hours notice given personally or by telephone, telegraph, telex, fax or other similar means of communication.
- c. Any such notice shall be addressed or delivered to each Trustee at the Trustee's address as it is shown on the records of the corporation or as may have been given to the corporation by the Trustee for purposes of notice or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the Trustees are regularly held.
- d. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail postage prepaid. Any other written notices shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

Section 4.10 Retirements Applicable to Meetings

Notwithstanding, any other requirements contained in these Bylaws, all meetings of the corporation shall be held in compliance with all applicable requirements of the Washington, DC School District.

Section 4.11 Quorum and Voting

Eight (8) of the authorized Trustees then in office shall constitute a quorum. The Board shall attempt to reach a general consensus on all actions before the Board; provided, however, that 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 an act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Trustees, if any action taken is approved by at least a majority of the required quorum for such meeting. Trustees may not vote by proxy.

Section 4.12 Waiver of notice

Notice of a meeting need not be given to any Trustee who signs a waiver of notice, a written consent to the holding of the meeting, an approval of the minutes of the meeting whether before or after the meeting, or who attends the meeting without protesting the lack of notice prior thereto or at its commencement. All such waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 4.13 Adjournment

A majority of the Trustees present, whether or not a quorum is present, may adjourn any Trustees' meeting to another time and place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the Trustees who were not present at the time of the adjournment.

Section 4.14 Rights of inspection

Every Trustee has the absolute right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal state or local law.

Section 4.15 Fees and Compensation

Trustees shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Trustee's actual and necessary expenses incurred in the conduct of the corporation's business. The corporation shall carry liability insurance covering the Trustees and officers of the corporation as described in the Charter in the conduct of the corporation's business.

Section 4.16 Restriction of Interested Trustees

Not more than forty-nine percent (49%) of the persons serving on the Board at any time may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor or otherwise excluding any reasonable compensation paid to a Trustee as a Trustee; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-

law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 4.17 Standard of Care

- a. A Trustee shall perform all duties of a Trustee, including duties as a member of any committee of the Board on which the Trustee may serve, in good faith, in a manner such Trustee believes to be in the best interests of the corporation and with such care, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.
- b. In performing the duties of a Trustee, a Trustee may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:
- (1) One or more officers or employees of the corporation whom the Trustee believes to be reliable and competent in the matters presented;
 - (2) Legal counsel, independent accountants or other persons as to matters that the Trustee believes to be within such person's professional or expert competence; or
 - (3) A committee of the Board upon which the Trustee does not serve as to matters within its designated authority, provided the Trustee believes that the committee merits confidence and the Trustee acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
- c. Except with respect to assets that are directly related to the corporation's charitable programs, the Board shall avoid speculation in investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the corporation's investments. Instead, the Board is to consider the permanent disposition of the funds, the probable income, and the probable safety of the corporation's capital and is to comply with the express terms of the instrument or agreement, if any, pursuant to which the assets were contributed to the corporation.

ARTICLE 5 OFFICERS

Section 5.1 Officers

The officers of the corporation shall be a Director and an Assistant Director. The corporation may also have, at the discretion of the Board, a chairman and Assistant chairman and such other officers as may be elected or appointed.

Section 5.2 Election

The officers of the corporation, shall be chosen at the annual meeting of the Board and shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal or other disqualification from service, or until their respective successors shall be elected.

Section 5.3 Subordinate Officers

The Board may elect, and may empower the Director to appoint, such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

Section 5.4 Removal

The Board may remove any officer, either with or without cause, at any time or, except for an officer chosen by the Board, by any officer upon whom the Board may confer such power of removal. Any such removal shall be without prejudice to the rights, if any of officers under any contract of employment.

Section 5.5 Resignation

Any officer may resign at any time by giving written notice to the Board; such resignation may not prejudice the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or later specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5.6 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 5.7 Director

Subject to such powers, if any, as may be given by the Board to the chairman of the Board, if there is such an officer, the Director is the general manager and chief executive officer of the corporation and has, subject to the control of the Board, general supervision, direction and control of the business and officers of the corporation. The Director has the general management powers and duties usually vested in the office of Director and general manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board and as are described in the Charter.

Section 5.8 Assistant Director

In the absence or disability of the Director, the Assistant Director, if any is appointed shall, perform all the duties of the Director and, when so acting, shall have all the powers and be subject to all the restrictions upon, the Director. The Assistant Director shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 5.9 Secretary

a. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special, if special, how authorized, the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in Washington, DC, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Trustees and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.

b. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 5.10 Chief Financial Officer (Treasurer)

a. The Chief Financial Officer of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and

business transactions of the corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Trustee.

b. The Chief Financial Officer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as may be designated from time to time by the Board. The Chief Financial Officer shall disburse the funds of the corporation as may be ordered by the Board, and shall render to the Director and Trustees, upon request, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation. The Chief Financial Officer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Chief Financial Officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board. Notwithstanding anything to the contrary contained herein, the funds of the corporation shall be held in one or more interest bearing accounts at a government insured financial institution on behalf of the corporation and shall be disbursed upon the direction of the Chief Financial Officer of the corporation

COMMITTEES

Section 6.1 Board Committees

The Board may, by resolution adopted by a majority of the Trustees then in office, provided that a quorum is present, create one or more standing or ad hoc committees, each consisting of at least two (2) members of the Board, to serve at the pleasure of the Board. Appointments to such Board committees shall be by majority vote of the Trustees then in office, and the chairperson of such Board committees shall be appointed by chairman of the Board. Unless otherwise provided in these Bylaws or by the laws of Washington, DC, each committee shall have all of the authority of the board to the extent delegated by the Board, except that no committee, regardless of Board resolution, may:

- a. Fill vacancies on the Board or on any committee which has the authority of the Board;
- b. Fix compensation of Trustees for serving on the Board or any committee;
- c. Amend or repeal Bylaws or adopt new Bylaws;
- d. Amend or repeal any resolution of the Board, which by its express terms is not so amendable or repealable;
- e. Appoint committees of the Board or the members thereof;
- f. Spend corporate funds to support a nominee or applicant for Trustee after there are more people nominated for Trustee than can be elected;

g. Approve any action for which the Washington, DC Nonprofit Public Benefit Corporation Law requires the approval of the Board.

Section 6.2 Meetings and Action of Board Committees

The Board shall have the power to prescribe the manner in which proceedings of any such board committee shall be conducted. In the absence of any such prescription, the committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the board or such committee shall otherwise provide, meetings and actions of Board committees shall be governed by, held and taken in accordance with, the provisions of these Bylaws, which concern meetings of the Board. Special meetings of committees may also be called by resolution of the Board. Notice of special meetings of Board committees shall be given to any and all alternate members who shall have the right to attend all meetings of the committee. The Board may adopt rules for the government of any Board committee not inconsistent with the provisions of these Bylaws.

Section 6.3 Executive Committee

The Board may, by resolution adopted by a majority of the Trustees then in office appoint an Executive Committee composed of no less than five (5) Trustees to act in the name of the Board. The Executive Committee may conduct business in the name of the Trustee provided a quorum of the Executive Committee is present. Appointments or elections to such Board committees shall be by majority vote of the Trustees then in office and the chairperson of such Board committees shall be the chairman of the Board or a Trustee appointed by chairman of the Board. The Director will serve as the non-voting administrative officer of the Executive Committee. Subject to the restrictions composed by law and by the Bylaws, the Executive Committee shall have the authority to resolve agenda items when the Board delegates an item to the Executive Committee. The Executive Committee shall report all actions it takes to the Board at the Trustee Board's next meeting.

Section 6.4 Other Committees

a. The Director, subject to the limitations imposed by the Board, or the Board may create other committees, either standing or special to serve the Board that do not have the powers of the Board. The Director shall appoint members to serve on such committees, and shall designate the committee chairperson. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

b. The Director, the chairperson of the committee or a majority of the committee's voting members may call meetings of a committee. Each committee shall

meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.

c. Any member of a committee may resign at any time by giving written notice to the chairperson of the committee or to the Director. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The Director may, with prior approval of the Board, remove any appointed member of a committee. The Director, with the Board's approval shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the tenure.

ARTICLE 7

SELF-DEALING TRANSACTIONS

Section 7.1 Definition

Self-dealing transaction means a transaction to which the corporation is a party and in which one or more of the Trustees ("interested Trustee(s)") has a material financial interest. Notwithstanding this definition of self-dealing transaction, the following transactions are not self-dealing transactions, and are subject to the Board's general standard of care.

- a. An action by the Board forming the compensation of a Trustee as a Trustee or officer of the corporation;
- b. A transaction which is part of a public or charitable program of the corporation if the transaction is (1) approved or authorized by the corporation in good faith and without unjustified favoritism, and (2) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program;
- c. A transaction of which the interested Trustees have no actual knowledge, and which does not exceed the lesser of one percent (1%) of the corporation's gross receipts for the fiscal year immediately preceding the year in which such transaction occurs or One Hundred Thousand Dollars (\$100,000).

Section 7.2 Action of the Board

If the transaction appears to be a self-dealing transaction, the interested Trustee must demonstrate the following in order to sustain the validity of the transaction:

a. That, prior to consummating the transaction or any part thereof the Board authorized or approved the transaction in good faith by vote of a majority of the Trustees then in office excluding the vote of the interested Trustee(s) and with knowledge of the material facts concerning the transaction and the interested Trustee's interest in it. Action by a committee of the Board will not satisfy this requirement;

b. That either:

(1) Prior to authorizing or approving the transaction, the Board considered and in good faith determined after reasonable investigation that the corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances; or

(2) The corporation in fact could not have obtained a more advantageous arrangement with reasonable effort under the circumstances.

c. That the corporation entered into the transaction for its own benefit; and

d. That the transaction was fair and reasonable as to the corporation at the time the corporation entered the transaction.

Section 7.3 Interested Trustee's Vote

In determining whether the Board validly met to authorize or approve a self-dealing transaction, interested Trustees may be counted to determine the presence of a quorum, but an interested Trustee's vote may not be counted toward the required majority for such authorization, approval or ratification.

Section 7.4 Committee Approval

A Board committee may approve a self-dealing transaction in a manner consistent with the standards prescribed for approval by the Board if it was not reasonably practical to obtain approval of the Board prior to entering into the transaction; the Board determines in good faith that the committee met the same requirements the Board would have had to meet in approving the transaction; and the Board ratifies the transaction at its next meeting by a vote of a majority of the Trustees then in office, excluding the vote of the interested Trustee(s).

Section 7.6 Persons **Li**able and Extent of Liability

If a self-dealing transaction has not been approved as provided above, the interested Trustee(s) may be required to do such things and pay such damages as a court may provide as an equitable and fair remedy to the corporation, considering any benefit received by it and whether or not the interested Trustee(s) acted in good faith and with the intent of the best interests of the corporation.

Section 7.7 Statute of Limitations

An action to remedy an improper self-dealing transaction, brought by a proper party under the Washington, DC Nonprofit Public Benefit Corporation Law, must be commenced either:

a. Within two (2) years after written notice putting forth the material facts of the transaction and the interested Trustee's interest in it was filed with the Corporation Counsel in accordance with the Washington, DC Corporation Counsel's regulations; or

b. If no such notice is filed, within three (3) years after the transaction occurred, except that the Corporation Counsel shall have ten (10) years after the transaction occurred within which to file an action.

Section 7.8 Corporate Loans and Advances

The corporation shall not make any loan of money or property to or guarantee the obligation of any Trustee or officer, unless approved by the Corporation Counsel; provided, however, that the corporation may advance money to a Trustee or officer of the corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or Trustee, if in the absence of such advance, such Trustee or officer would be entitled to be reimbursed for such expenses by the corporation, its parent or any subsidiary.

Section 7.9 Annual Statement of Certain Transactions

The annual statement required by the Washington, DC Nonprofit Public Benefit Corporation Law shall be furnished to the Trustees for any fiscal year in which a transaction or indemnification of the kind described in a. or b. below took place:

a. A transaction in which the corporation or a parent or subsidiary was a party and a Trustee or officer of the corporation or a parent or subsidiary or a holder of more than ten percent (10%) of the voting power of the corporation or a parent or subsidiary had a direct or indirect material financial interest and which involved Fifty Thousand Dollars (\$50,000) or more or which was one of a number of such transactions which involved the

same interested person and which amounted in the aggregate to Fifty Thousand Dollars (\$50,000) or more; or

b. Any indemnification or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the fiscal year to any officer or Trustee of the corporation or a parent or subsidiary.

Such statement shall be mailed or delivered to the Trustees within one hundred twenty (120) days after the close of the corporation's fiscal year.

ARTICLE 8

OTHER PROVISIONS

Section 8.1 Validity of Instrument

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by the Director or any Assistant Director and the Secretary or Treasurer of the corporation, unless the other person has actual knowledge that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner and from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

Section 8.2 Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the General Provisions of the Washington, DC Nonprofit Corporation Law and in the Washington, DC Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural as the context requires, and the word "person" includes both the corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provision.

Section 8.3 Authority to Vote Securities

The Director, or any other officer(s) authorized by the Board is authorized to vote, represent and exercise on behalf of the corporation rights incident to any and all voting securities of any other corporation(s) standing in the name of this corporation. The

authority granted herein may be exercised either in person or by any person authorized to do so by proxy or by power of attorney executed by the Director or authorized officer.

Section 8.4 Fiscal Year

The Board shall set the fiscal year of the corporation.

Section 8.5 Conflict of Interest

Any Trustee, officer, key employee, or committee member having an interest in a contract or other transaction presented to the Board or a committee thereof for authorization, approval or ratification shall make a prompt, firm and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influences on, nor participate (other than to present factual information or to respond to questions) in the discussion or deliberations with respect to, such contract or transaction. The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

- a. Regular annual statements from Trustees, officers, key employees to disclose existing and potential conflict in interest; and
- b. Corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this Section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the corporation, or is a Trustee, trustee or officer has a significant financial or influential interest in the entity contracting or dealing with the corporation.

Section 8.6 Interpretation of Charter

In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of these Bylaws shall control.

ARTICLE 9

INDEMNIFICATION OF AGENTS OF THE CORPORATION; PURCHASE OF LIABILITY INSURANCE

Section 9.1 Definitions

For the purpose of this Article, "agent" means any person who is or was a Trustee, officer, employee or other agent of this corporation, or is or was serving at the request of this corporation as a Trustee, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a Trustee, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor or corporation; "proceeding" means any threatened, pending or completed action or proceeding, whether civil criminal administrative or investigative; and "expenses" includes without limitation, attorneys' fees and any expenses of establishing a right to indemnification under this Article.

Section 9.2 Indemnification of Agents

a. This corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action brought under the Washington, DC Nonprofit Public Benefit Corporation Law, or an action brought by the Corporation Counsel of Washington, DC or a person granted relator status by the Corporation Counsel of Washington, DC for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of this corporation, against expenses, judgment, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this corporation and, in the case of a criminal proceeding, such person had no reasonable cause to believe his or her conduct was unlawful. The termination of any proceeding by judgement, order, settlement, conviction or upon a plea of *no lo contendre* or its equivalent shall not, of itself create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation, nor that the person had reasonable cause to believe that the person's conduct was unlawful.

b. This corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending or completed action by or in the right of this corporation, or brought under the Washington, DC Nonprofit Public Benefit Corporation Law, or brought by the Corporation Counsel of Washington, DC or a person

granted relator status by the Corporation Counsel of Washington, DC for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of this corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of this corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section 9.2 b.:

(1) In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this corporation in the performance of such person's duty to this corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

(2) Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

(3) Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval unless it is settled with the approval of the Corporation Counsel of Washington, DC.

c. To the extent that an agent of this corporation has been successful on the merits in defense of any proceeding referred to in subsection a. or b. of this Section 9.2 or in defense of any class issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

d. Except as provided in subsection c. of this Section 9.2, any indemnification under this Section 9.2 shall be made by this corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in subsection a. or b. of this Section 9.2, by:

(1) A majority vote of a quorum consisting of Trustees who are not parties to such proceeding; or

(2) The court in which such proceeding is or was pending, upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense whether or not such application by the agent, attorney or other person is opposed by this corporation

e. Expenses incurred in defending any proceeding may be advanced by this corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be

determined ultimately that the agent is entitled to be indemnified as authorized by this Section 9.2.

f. No provision made by this corporation to indemnify its or its subsidiaries Trustees or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, these Bylaws a resolution of the Trustees, an agreement or otherwise, shall be valid unless consistent with this Section 9.2. Nothing contained in this Section 9.2 shall affect any right to indemnification to which persons other than such Trustees and officers may be entitled by contract or otherwise.

g. No indemnification or advance shall be made under this Section 9.2, except as provided in Section 9.2 c. or Section 9.2 d.(2) hereof in any circumstances where it appears:

(1) That it would be inconsistent with a provision of the Articles of Incorporation, these Bylaws or an agreement in effect at the time of accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

(2) That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 9.3 Purchase of Liability Insurance

Upon and in the event of a determination by the Board to purchase such insurance, this corporation may purchase and maintain insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any agent of this corporation for violation of the Washington, DC Nonprofit Public Benefit Corporation Law.

Section 9.4 Non-Applicable to Fiduciaries of Employee Benefit Plans

This Article 9 does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent, as defined in Section 9. 1, of the employer corporation. The corporation shall only have the power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by the Washington, DC General Corporation Law.

ARTICLE 10
AMENDMENTS

Section 10.1 Bylaws

These Bylaws will be reviewed at least once every four (4) years and shall be documented as to the date of such review. New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the elected and acting Secretary of IDEA Academy, Incorporated, a Washington, DC nonprofit public benefit corporation, and that the foregoing Bylaws, comprising 21 pages constitute the Bylaws of such corporation as adopted at a meeting of the Board of Trustees held on _____.

IN WITNESS WHEREOF, I have signed my name and affixed the seal of the corporation to this certificate on _____.

Secretary

Witness

APPENDIX E

**SAT 9 SCORES 2001-2002 FOR THE D. C. BOARD OF EDUCATION SCHOOLS RANKED
BY COMBINED READING AND MATHEMATICS SCORES**

2001-2002 SAT-9 Scores**DC Board of Education Charter Schools:****Ranked by Combined Reading and Mathematics Scores ***

Community Academy PCS	49	50	99
E. Whitlow Stokes PCS	49	47	95
Roots PCS	47	47	94
Hyde Leadership PCS	45	44	88
Children's Studio PCS	46	40	85
IDEA PCS	37	41	77
Next Step PCS	37	39	76
Options PCS	37	39	76
IDEAL Academy PCS	40	35	74
KIMA PCS	35	36	73
Booker T. Washington	38	35	73
Village Learning PCS	35	38	72
Techworld PCS	34	34	68
Richard Milburn (Rabeur)	28	33	61
Jos Arz Academy PCS*	24	30	55

* Line indicates schools failing to meet adequate yearly progress. For elementary and middle/junior high schools the criterion was 77; for high schools the criterion was 80.

BOARD OF EDUCATIONS PUBLIC CHARTER SCHOOLS

SAT 9 SCORES SY 01, 02, 03

Schools & Grades	Years	Reading Scores	Math Scores	Combined
ELEMENTARY SCHOOL GRADES PRE-K - 5TH				
Children's Studio School	2001	49.5	46.6	96
	2002	46.3	40.2	87
	2003	45.2	45.3	91
Community Academy	2001	45.5	44.0	90
	2002	49.0	50.0	99
	2003	50.1	53.9	104
Elsie Whitlow Stokes	2001	53.2	44.6	98
	2002	48.5	45.1	94
	2003	48.4	52.0	100
Hyde Leadership	2001	42.4	43.3	87
	2002	47.7	45.9	94
	2003	54.3	55.2	109
Ideal Academy	2001	45.9	46.1	92
	2002	39.6	40.1	77
	2003	41.5	40.8	82
Roots	2001	45.8	46.8	93
	2002	45.4	46.2	92
	2003	46.9	53.1	103
Village Learning Center	2001	32.7	39.1	72
	2002	35.1	30.9	66
	2003	28.7	35.5	64
MIDDLE SCHOOL GRADES 6TH - 8TH				
Barbara Jordan	2001	NA	NA	NA
	2002	NA	NA	NA
	2003	37.6	40.6	78
Hyde Leadership	2001	42.4	43.3	87
	2002	47.7	45.9	94
	2003	44.9	43.3	88
Ideal Academy	2001	45.9	46.1	92
	2002	39.6	40.1	77
	2003	41.5	40.8	82
Options	2001	36.2	37.0	76
	2002	34.9	37.6	73
	2003	39.5	44.3	84
Roots	2001	45.8	46.8	93
	2002	45.4	46.2	92
	2003	44.4	48.6	93

BOARD OF EDUCATIONS PUBLIC CHARTER SCHOOLS

SAT 9 SCORES SY 01, 02, 03

Village Learning Center	2001	32.7	39.1	72
	2002	35.1	30.9	66
	2003	35.6	35.4	71
HIGH SCHOOL GRADES 9TH - 12TH				
Jos Art	2001	NA	NA	
	2002	24.0	30.0	55
	2003		**	
Booker T. Washington	2001	35.0	36.0	71
	2002	38.0	35.0	70
	2003	29.5	32.4	62
Hyde Leadership	2001	42.4	43.3	87
	2002	47.7	45.9	94
	2003	36.9	35.6	74
IDEA	2001	37.0	40.8	78
	2002	36.8	40.1	77
	2003	37.9	39.7	78
Kamit	2001	38.2	37.0	75
	2002	36.8	37.2	74
	2003	38.9	42.0	81
Next Step	2001	24.5	30.9	76
	2002	36.8	40.5	78
	2003	29.5	26.2	56
Village Learning Center	2001	32.7	39.1	72
	2002	35.1	30.9	66
	2003	34.5	36.8	71

*This score does not include grades 4th and 5th

**Special Education data was not available 7/8/03

APPENDIX F

**OFFICIAL NOTICE AND TERMS AND CONDITIONS OF ACCREDITATION BY THE
COMMISSION ON ELEMENTARY SCHOOLS OF THE
MIDDLE STATES ASSOCIATION OF
COLLEGES AND SCHOOLS**

**THE COMMISSION ON SECONDARY SCHOOLS
OF THE
MIDDLE STATES ASSOCIATION**

LET IT BE KNOWN THAT

Integrated Design & Electronics Academy Public Charter School

HAS DEMONSTRATED TO EVALUATORS THAT IT IS EFFECTIVELY ADVANCING THE QUALITY OF THE
EDUCATIONAL EXPERIENCE IT OFFERS ITS STUDENTS

AND

COMPLIES WITH THE STANDARDS ESTABLISHED BY THE COMMISSION ON SECONDARY SCHOOLS AND
APPROVED BY THE MEMBERS OF THE ASSOCIATION

AND IS THEREFORE GRANTED

ACCREDITATION

FOR THE PERIOD

November 1, 2003 – November 1, 2008

SUBJECT TO THE TERMS OF ACCREDITATION MAINTENANCE SET BY THE MIDDLE STATES ASSOCIATION





Middle States Commission on Secondary Schools
3629 Market Street, Philadelphia, PA 19104-2680 Tel: 215-662-5603 Fax: 215-662-0957
www.css-msa.org info@css-msa.org

OFFICIAL NOTIFICATION OF ACCREDITATION

November 1, 2003

LTC William T. Dexter

Principal

Integrated Design & Electronics Academy (IDEA) Public Charter School

1027 45th Street, N.E.

Washington, DC 20019

Dear LTC Dexter:

On behalf of the Commission on Secondary Schools of the Middle States Association of Colleges and Schools, it is my pleasure to notify you that the Commission has awarded **ACCREDITATION** to:

Integrated Design & Electronics Academy (IDEA) Public Charter School

Since you are participating in the *Continuous School Improvement* protocol, accreditation is for a period not to exceed five years, ending on **November 1, 2008**. Should you choose to elect to continue with the second phase of this protocol, the accreditation may be extended for the next five years.

In addition, over the next five years, the school will be expected to continue to meet Commission standards as well as assume the following obligations:

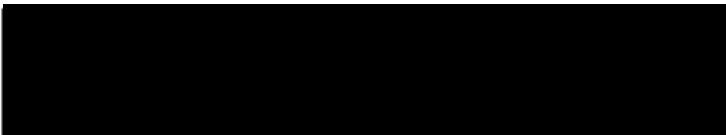
1. The school must notify the Commission office prior to making any substantive changes to the goals for which the school received accreditation.
2. During the third year of implementation (probably during the **Fall 2005**), a Mid-Point Reviewer will be appointed to conduct a one-day, onsite visit to assess progress and suggest next steps. The Mid-Point Reviewer will report to the Commission on the school's progress.
3. Just prior to the close of the fourth accreditation year, the school should re-initiate the planning process for the purposes of developing Phase II goals and preparing for the Middle States mini-visit team (probably during the **Spring of 2008**) in order to extend the accreditation for another five years.
4. The school will make every effort to fulfill its commitment to implement action plans and meet goals.

Integrated Design & Electronics Academy (IDEA) Public Charter School
Washington, DC
November 1, 2003
Page 2 of 2

5. The school will submit an Annual Profile updating statistical data on the school.
6. The school will pay annual membership dues.
7. The school will submit an annual Nomination form, listing faculty members recommended and willing to serve on visiting committees. It is expected, by Commission policy, that your school release at least one staff member per year to serve on teams.

Please accept our sincere congratulations on the recognition of your school as an accredited member of the Middle States Association of Colleges and Schools. Enclosed please find your Commission on Secondary Schools accreditation certificate. We are pleased that your school has begun the growing circle of *Continuous School Improvement* accredited schools.

Sincerely,


Susan K. Nicklas, Ed.D.
Executive Director

enc.

Mid-Point Review: Fall 2005
Mini-visit: Spring 2008
Next Full Team Visit: Spring 2013
Expiration of Accreditation: 11/1/2008

MSA Internal School Code: DC049

APPENDIX G

**LETTER Of FEBRUARY 25, 2005,
TRANSMITTING THE DRAFT REPORT
TO THE EXECUTIVE DIRECTOR OF THE SCHOOL**

Appendix E

PUBLIC HEARING PROCEDURES

The hearing will be open to the public. The procedures that will be followed at the informal hearing are listed below:

1. Brian Jones, the Board's Chair, will make an opening statement presenting the basis for the proposed revocation, as outlined in the Board's decision letter of December 21, 2011.
2. Integrated Design and Electronic Academy Public Charter School (IDEA) will be allotted thirty (30) minutes to present oral testimony to the Board concerning the proposed revocation.
3. Sixty (60) minutes will be allotted for a question and answer session between the Board and IDEA.
4. Thirty (30) minutes will be allotted for public comment. During this time, an individual may present up to two (2) minutes of oral testimony to the Board, or may submit written comments to the Board to be placed in the record.

The Board will render a final written decision on the revocation of IDEA's charter within 30 days after the conclusion of the hearing.

Executive Summary: Integrated Design and Electronic Academy (IDEA)

1. IDEA is a candidate for revocation based on the following violations of the *School Reform Act §38-1802.04*:

The school failed to meet the goals and student academic achievement expectations set forth in its charter evinced by the Performance Management Framework, DCCAS outcome data (2002-2011), and the three-year Program Development Review (PDR) trend report.

PMF: 2 Tier III School Programs

- **Tier III Middle School Report Card:** The school achieved the following points:
 - Student Progress: 11/possible 40 points
 - Student Achievement: 5.72/possible 25 points
 - Gateway: 4.5/possible 15 points
 - Leading Indicators: 8.04/possible 20 points
- **Tier III High School Report Card:** The school achieved the following points:
 - Student Progress: 10.78/ possible 15 points
 - Student Achievement: 3.4/possible 30 points
 - Gateway: 10.33/possible 30 points 6.42/possible 25 points
 - Leading Indicators: 8.04/20 possible points

DCCAS outcome data (2002-2011)

Year DCCAS	% Learners Not Proficient Reading	% Learners Not Proficient Mathematics
2002	76%	71%
2003	72%	70%
2004	68%	63%
2005	64%	72%
2006	78%	75%
2007	66%	70%
2008	55%	58%
2009	57%	60%
2010	59%	66%
2011	61%	62%

Program Development Review (PDR) 3-Year Trend Report demonstrates a downturn in the quality of curriculum and instruction.

●

**Integrated Design & Electronics Academy Public Charter
School**

Board of Trustees

1027 45th Street, NE
Washington, DC 20019
202.399.4750
Fax 202.399.4387

January 4, 2012

BY HAND AND E-MAIL

Brian Jones
Chair
Public Charter School Board (PCSB)
3333 14th Street, NW, Suite 210
Washington, D.C. 20010

Re: PCSB Proposal to Revoke IDEA PCS Charter and Request for a Hearing

Dear Mr. Jones:

IDEA PCS received a letter dated December 21, 2011, proposing that its charter be revoked. IDEA PCS requests a hearing on the proposed revocation of IDEA PCS's charter. IDEA PCS will provide a plan at the hearing that addresses PCSB's concerns. IDEA PCS further requests that the hearing be scheduled at the latter part of the 30-day time frame to allow sufficient time to prepare for this important hearing.

Should you have any questions, please contact me at (478) 390-1367 or Col (R) Norman Johnson at (202) 399-4750 ext. 207.

Thank you for giving consideration to our request.

Sincerely,


Joseph E. Stull
Chairman
IDEA Public Charter School



Set the IDEA - Making Young Americans Better Citizens
Children First!



Cc:

Board Members

Emily Bloomfield

Will Marshall

Skip McKoy

Sara Mead

Don Soifer

Darren Woodruff



Get the NECA - Making Young Americans Better Citizens
Children First!



IDEA Performance Management Framework Report Cards

Middle School Report Card

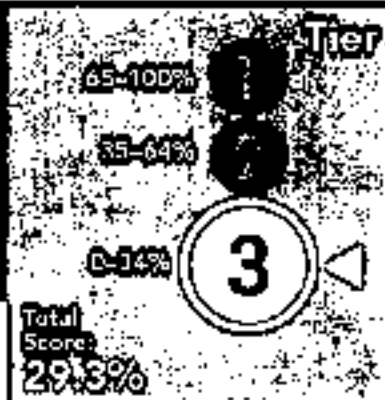
High School Report Card



Integrated Design & Electronic Academy

1027 45th Street, NE
Washington, DC 20019

(202) 399-4750
www.ideapes.org



School Profile

Board Chair:

Joseph Skull

Opened: 1998-1999

Principal:

Charlotte Bount-Lewis

Total Enrollment: 389

Grades Served:

☐ PS ☐ PK ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10
☒ 11 ☒ 12 ☐ GED ☐ ADULT ED

2012-13 Application Deadline:

July 16, 2012

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 20 to 1

School Mission:

The mission of the Integrated Design Electronics Academy (IDEA) Public Charter School Military Academy is to develop young people with the academic, social, leadership and occupational skills to compete successfully in post secondary education/training and enter challenging careers in the technical fields of work.

Unique School Characteristics

- Advanced Placement courses in Calculus, Chemistry, English, US & World History
- Career & Technical Courses in computer science, computer assisted drafting & electrical house wiring
- Students can earn industry certification in A+ Computer Repair, Network+, and CISCO (CCNA)
- Full JROTC program for grades 9-12

Tier Explanations

- 1 High Performing
- 2 Mid Performing
- 3 Low Performing

For schools serving grades 3-8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers. Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics



- African American 70.0%
- Hispanic/Latino 0.0%
- Caucasian 0.0%
- Asian/Pacific Islander 0.0%
- Native American/Indian 0.0%
- Other 0.0%

English Language Learners: 0.0%

Low Income: 87.1%

Special Education: 13.1%

Transportation



Metro/Bus Service*
Rail: Deanwood Metro Station

*Please check www.wmata.com for updates

Integrated Design & Electronic Academy

School Performance Report 2010-2011

		KEY	Score		Points Earned	Percent of Possible Points
Grades measured: 7-8			0	100	Points Possible	
Student Progress (40 points): Academic improvement over time:						
Growth on DC-CAS Reading over time			42.7		5.1 20.0	25.4%
Growth on DC-CAS Mathematics over time			40.0		5.0 20.0	25.1%
Student Achievement (25 points): Meeting or exceeding academic standards:						
DC-CAS Reading						
Proficient and Advanced			39.6		3.93 10.0	39.3%
Advanced only			5.3		0.53 2.5	21.1%
DC-CAS Mathematics						
Proficient and Advanced			44.7		3.26 10.0	32.5%
Advanced only			0.0		0.00 2.5	0.0%
Gateway (15 points): Proficiency in key subjects that predict future educational success:						
Proficient and Advanced 8th grade Mathematics			45		4.5 15.0	29.9%
Leading Indicators (20 points): Predictors of future student progress and achievement:						
Attendance					5.3 10.0	52.6%
Re-enrollment in this school			64.2		2.74 10.0	27.4%
TOTAL SCORE					29.3 100.0	29.3%
				TIER 3		

For a more detailed explanation of the indicators, see our user guide.

Charter Revocation Proposal

Informal Public Hearing Questions

Integrated Design and Electronic Academy PCS

1. **IDEA has failed to meet the goals and student academic achievement expectations set forth in its charter.**

Violation: *Charter Agreement Section II-A; Section IV-A, B and C, SRA §38-1802.04 (c)(11)(B).*

Background Information: The school's mission is to "develop young people with the academic, social, leadership and occupational skills to compete successfully in post secondary education/training and enter challenging careers in technical fields of work." Academic goals enumerated in include:

- Ensure that all graduates go to college or into meaningful employment
- Improve PSAT, SAT and ASVAB test scores between 7-1.0% each year. Students will be tested and retested on academic fundamentals until SAT averages are between 800 – 1000 or higher.

PMF: 2 Tier III School Programs

- **Tier III Middle School Report Card:** The school achieved the following points:
 - Student Progress: 11/possible 40 points
 - Student Achievement: 5.72/possible 25 points
 - Gateway: 4.5/possible 15 points
 - Leading Indicators: 8.04/possible 20 points
- **Tier III High School Report Card:** The school achieved the following points:
 - Student Progress: 10.78/ possible 15 points
 - Student Achievement: 3.4/possible 30 points
 - Gateway: 10.33/possible 30 points 6.42/possible 25 points
 - Leading Indicators: 8.04/20 possible points

Additionally, according to the (PMF), IDEA received a score of 0% in the area of college acceptance and 1.9 of a 7.5 possible points in the area of student SAT performance. Clearly, these goals have not been met.

The most glaring outcomes of the instructional program during past ten years (2002-2011), however, are reflected in its DCCAS results. The percentage of IDEA students not achieving proficiency in reading and mathematics has ranged from 55% - 76%. These results officially document the school's failure to meet its mission goals for student academic achievement expectations set forth in its charter. And this

failure constitutes a violation of the School Reform Act (SRA), *Charter Agreement Section II-A; Section IV-A, B and C; SRA §38-1802.04 (c)(11)(B)*.

Year DCCAS	% Learners Not Proficient Reading	% Learners Not Proficient Mathematics
2002	76%	71%
2003	72%	70%
2004	68%	63%
2005	64%	72%
2006	78%	75%
2007	66%	70%
2008	55%	58%
2009	57%	60%
2010	59%	66%
2011	61%	62%

Questions:

- What are the major components of the Board's vision for school turn-around at IDEA?
- The indicators of poor performance are reflected in IDEA's present culture:
 - Percentage of students reading below grade level (Literacy)
 - Low expectations in the school culture
 - Poor attendance
 - High suspension rate
 - High rate of Ds and Fs
 - Declining enrollment

Further evidence of these variables are cited in IDEA Board Minute documents 2010-2011 SY, described by the principal as "the most abused rules":

- Excessive absence*
- Excessive tardiness*
- Class disruption
- Hall Walking*
- Skipping Classes*
- Fighting
- Sleeping in Class
- Vulgarity
- Disrespect for adults

First, to what extent has the turn-around plan identified the impact of each poor performance indicator at IDEA? **Secondly**, discuss some of the strategies that will address each, in order to guarantee sustained academic improvement and subsequent, successful school turn-around? And **finally**, what alternative approaches to discipline will be implemented to lower the number of suspensions that presently address the abuses, so that students will be available for teaching and learning in school.

- Identify solutions around reconfiguring time-on-learning to prescriptively address the needs of IDEA's large population of struggling learners in reading and math?
- Identify and provide a rationale for the critical variables to be addressed in an on-going tiered professional development plan. What strategies for teacher retention will be implemented?
- What's the plan for the advanced learners who may get lost in programs focused on those who struggle? How will their time be configured?
- What will effective parent engagement look like and how will IDEA achieve it?

2. IDEA has failed to comply with the conditions, terms, standards, or procedures set forth in the charter.

Violation: *Charter Agreement Section II-A; Section IV-A, B and C, SRA §38-1802.13(a)(1):*

3. IDEA failed to prepare a petition for approval of the revision and file the petition with the eligible chartering authority that granted the charter.

Violation: *SRA §38-1802.04(c)(10).*

Background Information: The school was chartered to serve student populations in grades 7-12. However, the school has illegally operated an evening adult education program and a G.E.D. program. These programs lie outside the condition, terms, standards or procedures set forth in its charter. The implementation of both these educational programs constitutes a violation of the School Reform Act (SRA), *Charter Agreement Section II-A; Section IV-A, B and C, SRA §38-1802.13(a)(1): a violation of the conditions, terms, standards, or procedures set forth in the charter.* No amendment to revise the charter, in order to administer these programs was submitted to the Charter Board for approval: a violation of *SRA §38-1802.04(c)(10).*

Questions:

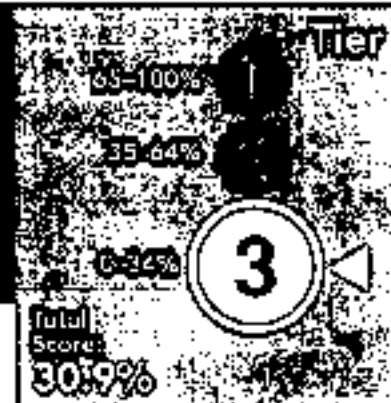
- When did the adult education program begin?
- When did the G.E.D. program begin?
- What is the status of each?



Integrated Design & Electronic Academy

1027 45th Street, NE
 Washington, DC 20019

(202) 399-4750
www.ideapcs.org



School Profile

Board Chair:
 Joseph Stull

Opened: 1998–1999

Principal:
 Charlotte Blount Lewis

Total Enrollment: 389

Grades Served:

☐ 35 ☐ 34 ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10
☒ 11 ☒ 12 ☐ GED ☐ ADULT ED

2012-13 Application Deadline:
 July 16, 2012

Percentage of Highly Qualified Teachers: 82%

Student-to-Teacher Ratio: 25 to 2

School Mission:

The mission of the Integrated Design Electronics Academy (IDEA) Public Charter School Military Academy is to develop young people with the academic, social, leadership and occupational skills to compete successfully in post secondary education/training and enter challenging careers in the technical fields of work.

Unique School Characteristics

- Advanced Placement courses in Calculus, Chemistry, English, US & World History
- Career & Technical Courses in computer science, computer assisted drafting & electrical house wiring
- Students can earn industry certification in A+ Computer Repair, Network+, and CISCO (CCNA)
- Full JROTC program for grades 9–12

Tier Explanations

- High Performing
- Mid Performing
- Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fell significantly short of high performance standards, showing inadequate performance.

Student Demographics



☒ African American	100.0%
☐ Hispanic/Latino	0.0%
☐ Caucasian	0.0%
☐ Asian/Pacific Islander	0.0%
☐ Native American/Indian	0.0%
☐ Other	0.0%

English Language Learners: 0.0%

Low Income: 87.1%

Special Education: 3.1%

Transportation



Metro/Bus Service*
 Rail: Deanwood Metro Station

*Please check www.wmata.com for updates

Integrated Design & Electronic Academy

School Performance Report 2010-2011

		KEY	Score		Points Earned Points Possible	Percent of Possible Points
Grades measured: 9-12			0	Floor Goal 100		
Student Progress (15 points): Test score improvement over time						
Growth on DC-CAS Reading over time			0	30 48.2 65 100	$\frac{39}{75}$	51.9%
Growth on DC-CAS Mathematics over time			0	30 62.1 65 100	$\frac{69}{75}$	91.8%
Student Achievement (30 points): Meeting or exceeding standards						
Reading 10th DC-CAS			0	24 40.0 100	$\frac{21}{10.0}$	21.5%
Proficient and Advanced			0.0	25 100	$\frac{0.0}{7.5}$	0.0%
Mathematics 10th DC-CAS			0	20 30.3 100	$\frac{13}{10.0}$	12.5%
Proficient and Advanced			0.0	25 100	$\frac{0.0}{2.5}$	0.0%
Advanced Placement and International Baccalaureate performance (12th)			0.0	15 100	$\frac{0.0}{5.0}$	0.0%
Gateway (30 points): Outcomes aligned to college and career readiness						
Graduation rate			0	82 95.0 100	$\frac{54}{7.5}$	72.5%
PSAT performance (11th)			0	20.0 30 100	$\frac{3.0}{7.5}$	40.0%
SAT performance (12th)			0	10 26.1 75 100	$\frac{1.9}{7.5}$	25.2%
College acceptance rate			0	63 87.1 100	$\frac{0.0}{7.5}$	0.0%
Leading Indicators (25 points): Factors of future student progress and achievement						
Attendance			0	85 90.3 100	$\frac{5.3}{10.0}$	53.0%
Re-enrollment in this school			0	50 67.7 90 100	$\frac{0.0}{10.0}$	0.0%
9th grade credits (on track to graduate)			0	33 48.0 100	$\frac{1.1}{5.0}$	22.4%
TOTAL SCORE					$\frac{30.9}{100.0}$	30.9%
				TIER 3		

For a more detailed explanation of the indicators, see our user guide.

IDEA Program Development Review (October 25 – 26) Rebuttal

PCSB Staff Response: *Dr. Jackie Boddie*

Integrated Design & Electronics Academy Public Charter School
1027 45th Street, NE
Washington, DC 20019
202.399.4750
202.399.4387 (Fax)

MEMORANDUM

TO: Public Charter School Board (PCSB)
ATTN: Dr. Jackie Roddie
3333 14th Street, NW, Suite 210
Washington, D.C. 20010

FROM: Integrated Design and Electronics Academy (IDEA) Public Charter School
IDEA Board Chair and Executive Director
1027 45th Street, NE
Washington, D.C. 20019

DATE: November 29, 2011

SUBJECT: PDR 25-26 October 2011

IDEA PCS's Program Development Review (PDR) was conducted at IDEA Public Charter School on 25-26 October 2011. The some of the findings of the PDR were surprising, as they did not reflect the documentation that was presented, the responses and evidence provided in the interviews, or the rubric upon which we were assured all feedback and recommendations would be based. This notice serves as a formal rebuttal and we are sincerely requesting reconsideration on the PDR ratings issued and areas of concern noted.

We have attached a detailed summary of the items as well as a summary of our concerns. We strongly feel that that our long time mission and focus are not understood or accepted by the Public Charter School Board. This in turn seems to result in our mission/focus not being accurately assessed by the PDR team and its supporting assessment tools.

IDEA PCS truly appreciates the thoroughness of the monitoring team but is concerned that the uniqueness of our school and its mission is not accurately captured and assessed in a way that truly shows our successes with our students. Thank you very much for your attention to our official request. ..


Charlotte Blount-Lewis
Principal
IDEA Public Charter School


Norman N. Johnson
Executive Director
IDEA Public Charter School



Get the IDEA - Making Young Americans Better Citizens



Enclosures:

I. PDR Summary

Cc: Mrs. Jackie Scott-English
Mr. Brian Jones
Mr. Brian Woodruff



Get the IDEA - Making Young Americans Better Citizens



PROGRAM DEVELOPMENT REVIEW (PDR) DETAILED COMMENTS

On October 25, 2011 and October 26, 2011 a Program Development Review was conducted at IDBA Public Charter School. Many of the findings were consistent with the expectations of the School Leadership as well as the Board of Trustees; however some significant areas did not. These findings of the PDR were somewhat surprising, as they did not reflect; 1) the documentation that was presented, 2) some of the responses provided in the interviews, or the view of the NAF transformation/restructuring we have been following for the past year. While the PDR team expressed some improvements in a few areas and identified some strengths, it also indicated the Curriculum and Instruction ratings decreased or essentially remained the same. Our scores were better in the Curriculum area at the February 2010 PDR. The Curriculum we are using was prepared by a Curriculum consultant expert recommended by our PCSB technician prior to our February 2010 PDR. We strongly feel that the curriculum contains the items that make it a valid curriculum. We are only providing substantive comments to those items with which we strongly object. This notice serves as a formal appeal of the finding in those areas in which we disagree and we are humbly requesting a reconsideration of the ratings issued and areas of concern noted.

Below are the comments made by the reviewers (report narrative), the exact language of the PDR rubric, the documentation and responses provided by the school as well as a statement regarding the difference between the findings and the evidence.

Section/Rating	PDR Team Area of Improvement	Rubric Statement (Adequate)	Rebuttal
Curriculum and Standards - 1.1a - Limited Was Adequate on February 2010 PDR	There were strengths noted in 4-5 areas that supported improvements in the curriculum. A review of documents and interviews confirmed that the JROTC Program delivers a scripted curriculum. - A review of the master schedule revealed that the school offers a well-rounded program of elective courses, such as ballet, drama, and college and career research. - Curriculum for the life science course was scripted and was developed by the American Association for Applied Science.	The document includes the identification of essential knowledge and skills that all students are expected to achieve in all core courses and some elective and mission specific courses.	The rubric clearly states that an adequate curriculum includes the identification of essential knowledge and skills that all students are expected to achieve in all core courses and some elective and mission specific courses. The reviewers were provided with our curriculum documents for the core and some elective courses. Also, the unit plans for the year were submitted for core content courses and most elective courses. There was no statement regarding the key components missing from our curriculum that resulted in our receipt of a limited rating in this category. We believe our performance and evidence

Section/Rating	PDR Team Area of Improvement	Rubric Statement (Adequate)	Rebuttal
	• Leadership and teacher interviews revealed that the IDEA is a member of the National Academy Foundation (NAF), which provides a scripted curriculum for the web design course.		supported a rating of at least adequate as this is essentially the same curriculum (with the English, Language Arts and Mathematics being aligned to the new Common Core State Standards and refinements and revisions during the summer and fall of 2011 to all curriculum documents), that was reviewed as adequate in February 2010. Cluster teams at IDEA were trained by NAF last spring and have developed themes for each cluster to implement in the 2011 SY with the goal of developing integrated units around the themes.
Curriculum and Standards - 1.1b - Limited Was Adequate on February 2010 PDR	The curriculum aligns with the state and/or national standards.	Standards have been aligned to all relevant state and national standards to all core courses and some elective and mission specific courses. For high school programs, core courses include all required courses for graduation.	The standards were developed and aligned with the state standards. The mathematics curriculum has also been correlated to DCPS, Montgomery and Prince George's county to ensure that the curriculum is as rigorous and paced like the curriculum in surrounding school districts and the Common Core State Standards. We believe our performance and evidence supported a rating of adequate.
Curriculum	Teacher interviews and documents	All curriculum components for mission-	The curriculum aligns with school's

Section/Rating and Standards -	PDR Team Area of Improvement	Rubric Statement (Adequate)	Rebuttal
1.1c - Limited Was Adequate on February 2010 PDR	validate that, in the absence of written curricula, teachers are developing instructional units and lesson plans for all core and elective courses to inform instructional decisions. In most cases, only one unit has been developed for this school year. • While the school is engaged in a new curricular design and development process with academic courses being in various stages of completeness, a review of documents and teacher interviews validate that the school still does not have a comprehensive, written curriculum that is aligned with state and/or national standards as noted in last year's PDR.	specific courses/programs are partially aligned with the school's mission, goals and philosophy	mission, goals and philosophy. The mathematics department's mission, goals, and philosophy have been written to align with the school's mission to include the course of study for courses for the junior academy through high school,
Instruction - 2.4 - Limited Was Proficient on February 2010 PDR	Observations of co-taught classes revealed that specific widely adopted instructional and environmental strategies are not used on a consistent or effective basis so as to enhance the learning experience of the students with IEPs Interviews revealed that at the time of the PDR the Special Education teachers did not have a common planning with each other or with the teachers with whom they co-teach.	Adequate 2.4a - The school has alternative strategies and instructional adjustments in place to meet the individual needs for students with special needs according to IEP objectives. Proficient 2.4a - The school has alternative strategies and curricular/instructional modifications in place that are consistently and appropriately implemented to meet the individual needs for special education students according to IEP objectives. Adequate 2.4b - Essential staffing and	The rating for this area decreased from proficient to limited. IDEA is using the same strategies, methods and personnel that earned them a proficient in February 2010. The PDR team presented a Preliminary SPED report to the leadership team indicating IDEA had serious deficiencies in the SPED area. The SPED coordinator opened up the SEDS program and showed the PDR team that this document was in error. The team recognized IDEA's strengths in compliance but focused on co-taught classes where all co-teachers do not have common planning time. This is a

Section/Rating	PDR Team Area of Improvement	Rubric Statement (Adequate)	Rebuttal
Instruction - 2.2 - Limited Was Limited on February 2010 PDR		material resources are allocated to help support students with special needs. The school provides some scheduled staff training opportunities to ensure appropriate use of material resources and most effective support of the student. Proficient 2.4b-The school has allocated ample staffing and sufficient material resources to ensure appropriate help to support students with special needs. The school provides regularly scheduled staff training opportunities to ensure appropriate use of material resources and most effective support of the student.	response that has little merit; because IDEA's model not only works structurally it allows IDEA to provide common planning for cohort and content area teachers. The common planning time for the co-teachers as well as SPED teachers is on Fridays but due to the fact that there will always be some conflict due to scheduling we feel a limited is unwarranted and the rating should be proficient and no lower than adequate.
	Observations confirmed that the concern registered in the PDR for 2010- 2011 in the following area remains "... the team observed minimal use of technology to enhance and extend instructional delivery in the Core classes." Interviews with teachers and leadership revealed that the position of Reading Specialist had been eliminated for this year and that there are plans to hire someone to assist in this area on a contract basis. There is no documented plan for the extensive and on-going professional development needed by	The school adequately implements programs and provides adequate resources to help students who are struggling academically, advanced learners, and/or students not making reasonable progress to meet school goals.	Teachers use technology and indicated in lesson and unit plans. This resource was not taught in all classes monitored on that day. The evidence of use in the interviews with teachers was evident that technology is used in their classes at least once or twice a week. What IDEA is doing clearly meeting the mandates of the adequate rating. As funds and grants become available, IDEA will continue to upgrade the program to the proficient level. The programs like Just Read it and Drop Everything and Read are programs that

Section / Rating	PDR Team Area of Improvement	Rubric Statement (Adequate)	Rebuttal
Instruction - 2.4 - Adequate Was Proficient on February 2010 PDR	staff in order to assure that all teachers can perform as teachers of reading. Interviews with teachers and leadership revealed that programs such DEAR (Drop Everything and Read), Just Read It, Accelerated Reader, and Book Club combined with the assistance of the SES providers have been adopted in place of reading classes to support the improvement of test scores in that area	The school day, the annual calendar, and master schedule reflect a strong focus on providing multiple opportunities for instructional planning to meet academic student needs and enhance the instructional program.	have proved successful in helping struggling students but the school received little rating credit for those programs. They were even considered "areas needing attention" in the rating In response to the limited rating in 2010, the school has instituted the position of coach. The coaches role is to develop collaborative, growth-oriented, learning-focused relationships with teachers that are based on the following assumptions: ➤ induction is an investment in retention, integration and continual growth (there will be beginning teachers on staff next school year; ➤ emotional safety is necessary to produce cognitive complexity (a safe space where communication between the coach and the teachers will indicate high attention and high expectations for students and teacher will be carefully balanced and supported); ➤ coaching relations will offer opportunity for reciprocal growth and learning (adding renewal for experienced teacher and increasing confidence for novices); ➤ then central goal for coaching programs is improved student learning and achievement; and ➤ a successful coaching program will be integral to the implementation of
	Although the school has provided adequate time for common planning and professional development as well as support through the implementation of lead teachers, the lessons that were observed and documents reviewed revealed that instructional strategies are not being monitored to determine effectiveness, impact or level of implementation.		

Section/Rating	PDR Team Area of Improvement	Rubric Statement (Adequate)	Rebuttal
			school and district wide initiatives (that is a focus on data driven instruction using assessment data and school/district/common core standards). Instructional coaches have been appointed to work with mathematics, English, and Language Arts teachers. Coaches are providing the following support: Embedded Classroom Mentoring: Direct contact time with teachers. Teachers receive one-on-one interactive sessions with coach. Classroom mentoring will include lesson modeling done by the trainer, classroom observations, lesson debriefing sessions, team teaching, lesson planning, and effective strategies applied to lessons. Additional contact will be made with teachers of students with disabilities so that enhanced discussion between general education teachers and special educators can occur and to deal with classroom management issues. Mini PD Sessions: The coach will provide an agenda for each mini-session to school administrators. These sessions will be one-on-one, or small group during the teacher's planning period. Each mini-session will focus on a specific aspect of lesson

Section/Rating	PDR Team Area of Improvement	Rubric Statement (Adequate)	Rebuttal
			planning, content, progress monitoring, problem-solving/problem-based instruction and/or classroom management challenges with suggestions, follow-up, support and monitoring to assist teachers with implementation before our next meeting. Topics for mini-professional development sessions: • Instructional delivery methods • Focus each phase of a inquiry-based instructional model • Encouraging students' use and discussion of multiple representations • Using roles within cooperative learning groups to encourage accountability • Enhancing problem-based/project-based learning techniques • Wait time • Using quick assessments such as exit slips to inform instruction • Encouraging effective student summarizing and note taking • Effective questioning strategies including Depth of Knowledge levels • Collaboration/planning with colleagues • Managing manipulatives • Correcting homework and utilizing it as a learning tool

Section/Rating	PDR Team Area of Improvement	Rubric Statement (Adequate)	Rebuttal
			• Creating high expectations for student work and suggestions for effectively displaying it • Encouraging efficient use of technology in the classroom • Strategies for creating and maintaining a classroom environment that is conducive to learning In addition to the daily planning periods allocated for our teachers to plan, every Friday is given to them for both professional development and/or instructional planning. The rubric states that "the annual calendar and master schedule reflect a strong focus on providing multiple opportunities for instructional planning to meet academic student needs and enhance the instructional program". Our annual calendar reflects the fact that there are more than multiple opportunities. Our school, however, received an adequate for reasons that are NOT related to the rubric for this category and would have been more relevant in 2.1 or 2.2 ("the lessons that were observed and documents reviewed revealed that instructional strategies are not being monitored to determine effectiveness, impact or level of implementation").

Section/Rating	PDR Team Area of Improvement	Rubric Statement (Adequate)	Rebuttal
3.1c Adequate		Assessment results, by most subgroups, are analyzed and discussed at least quarterly according to the assessment utilization plan to inform instruction at the school and classroom levels Results are reported in a format that may be used easily to make school/classroom level decisions.	None



TO: Integrated Design and Electronics Academy (IDEA) Public Charter School
Attn: Colonel J. Stull, Board Chair
Colonel Norman Johnson, Executive Director

FROM: Public Charter School Board (PCSB)
Dr. Jackie L. Boddie, Academic Performance Officer

December 21, 2011

SUBJECT: PCSB Official Response to the Program Development Review 2011 Rebuttal dated November 29, 2011

Attached you will find the official responses from the Educational Consultants who conducted the Program Development Review of IDEA Public Charter School on October 25-26, 2011.

Cc: Mrs. Charlotte Blount-Lewis, Principal, IDEA PCS

Ms. Jacqueline Scott-English, Director of School Improvement

Mr. Brian Jones, Chair, PCSB Board

Mr. Darren Woodruff, Member, PCSB Board

*PCSB Official Response to the Instructional Program Development Review
October 25-26, 2011*

<i>Concern</i>	<i>Educational Consultants' Response</i>
1) <i>Curriculum and Standards: 1.1a/h- Limited Rating:</i> <i>"the rubric clearly states that an adequate curriculum includes the identification of essential knowledge and skills that all students are expected to achieve in all core courses and some elective and mission specific courses." The reviewers were provided with our curriculum documents for the core and some elective courses. Also, the unit plans for the year were submitted for core content courses and most elective courses.</i>	1) The 2011 Program Development Team noted that, according to the teacher charged with facilitating the new process, the school initiated a new curricular design process in the summer of 2011. This design is in various stages of development; consequently, the school still has no <u>written, comprehensive</u> curriculum in place that aligns with state and national standards. Fourth PDR Review Team Visit.
	The teacher charged with the development of the <u>new</u> curriculum shared that the timeline for completion is <u>the end of the school year</u>; to date only <u>instructional units have been developed in "each core course"</u>. Elective courses are <u>less developed than core subjects</u>.
	The school's new process does not include the components of comprehensive, written standards to be addressed and assessed for the school year. The Program Development Review Team recognized that the school is working on developing one unit at a time and that the school was not able to share at what point during the school year specific standards would be taught. <i>i.e.</i>, the process lacked essential pacing charts in its developing curricular design.
	The school is working with several different sets of standards, including vocational foci, JROTC foci, and comprehensive approaches for the high school diploma. The school has no documents that illustrate how these various standards are <u>infused and integrated</u>; lesson plans do not stipulate any integration or infusion of the various

*PCSB Official Response to the Instructional Program Development Review
October 25-26, 2011*

	standards applied.
	The school has <u>two scripted curricula (I/ROTC and NAF Web Design)</u> ; however, these courses do not replace the need for a comprehensive written curriculum for <u>all</u> core and elective courses.
	The PDR Team shared the requirements of a comprehensive curriculum with the teacher responsible for curricular documents and school leadership: -Standards to be addressed and assessed. -Pacing charts as instructional guides for the school year -Number of hours/minutes per week to be devoted to each course -Instructional materials to be used -Instructional strategies inclusive of any distinctive techniques/pedagogy to be implemented -Formative assessments -Summative Assessments The missing elements were provided in the <u>recommendations on page 8 (I.1) of the report.</u> (Please note that the Public Charter School Board provided each school with a Curriculum Handbook (Toolkit for Curriculum Building) which outlines all of the required components.)
2) <i>Instruction 2.2: - Limited Rating: Teachers use technology and indicated in lesson and unit plans. This resource was not taught in all classes monitored on that day.</i>	2) Minimal use of technology was observed during the visit.
<i>Instruction 2.2: - Limited Rating: The evidence of use in the interviews with teachers was evident that</i>	All interviews between the teachers and the PDR Team were held in strict confidence and teacher responses were



DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

*PCSB Official Response to the Instructional Program Development Review
October 25-26, 2011*

<i>technology is used in their classes at least once or twice a week.</i>	transferred to the final Report.
<i>Instruction 2.2: - Limited Rating: What IDEA is doing clearly meets the mandates of the adequate rating. As funds and grants become available, IDEA will continue to upgrade the program to the proficient level. The programs like "Just Read" and "Drop Everything and Read" are programs that have proved successful in helping struggling students; but the school received little rating credit for those programs.</i>	Cite the research that substantiates that DEAR has significant effects on the improvement of students' reading skills? How is learner progress consistently monitored for growth and prescriptive instruction? The school has plans that they shared for putting together some classes on Friday afternoons for struggling students, but <u>only the middle academy</u> has actually begun such a program. And if such a program takes place school-wide on Friday afternoons, what will happen to the professional development plans that the school has said it will have in place for Friday afternoons? Additionally, for the second year in a row, there is no Saturday Academy. The team was also concerned over the number of 9th graders who had failed last year and had not been placed in a summer school program 2011.
<i>Instruction 2.4: - Limited Rating: The rating for this area decreased from proficient to limited. IDEA is using the same strategies, methods and personnel that earned them a proficient in February 2010.</i>	The Special Education Performance Officer that the SPED Report (2011-2012) corroborated the <i>limited rating</i> based on the downward trend in reading and/or math proficiency scores from 2009 - 2011 in this subgroup from 20% and 30% proficiency to 11.1% proficiency. <i>"The PDR team's observations of co-taught classes revealed that specific and widely adopted instructional and environmental strategies are not used on a consistent or effective basis, to enhance the learning experience of the students with IEPs. This may be a contributing factor to the downward</i>

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	<i>trend of DC CAS SPED subgroup proficiency."</i>
<i>Instruction 2.4b: -Adequate Rating: The PDR team presented a Preliminary PCSB-SPED Report to the leadership team that indicated IDEA had serious deficiencies in the SPED area. The IDEA SPED coordinator opened up the SEDS program and showed the PDR team that this document was in error.</i>	The PDR Team reviewed the report that the Special Education Officer forwarded. The team did not rely on this report after the school's SPED coordinator clarified the SPED information for IDEA, using SEDS data.
<i>The team recognized IDEA's strengths in compliance but focused on co-taught classes where all co-teachers do not have common planning time</i>	Observations did not reveal that strategies were in place to efficiently and effectively address the needs of the students. To enhance these teaching/learning variables in the classroom, the evaluators concluded that the SPED teachers would benefit from common planning "each" day, so they could learn from each other to enhance the efficiency and specificity of teaching and learning techniques, "in order to <u>meet student academic needs</u> more thoroughly." Thus the rating of <u>limited</u> , which indicates that effective strategies are in place and being used.
<i>Instruction -2.5: In response to the rating in 2010, the school has instituted the position of coach. The coaches' role is to develop collaborative, growth-oriented, learning-focused relationships with teachers.</i>	There was no official documentation verifying that coaches have actually presented and/or participated in the identified, extensive coaching program cited in the rebuttal document.
<i>In addition to the daily planning periods allocated for our teachers to plan, every Friday is given to them for both professional development and/or instructional planning. The rubric states that "the annual calendar and master schedule reflect a strong focus on providing multiple opportunities for instructional planning to <u>meet academic student needs and enhance the instructional</u></i>	The 2011-2012 PDR Team recommendations to more efficiently <u>meet the academic needs of learners</u> were: a. Develop a plan in which time is provided each week for whole group, small group, or individual professional development, since Friday afternoons are now used to address many other needs of the



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<i>program." Our annual calendar reflects the fact that there are more than multiple opportunities. Our school, however, received an adequate for reasons that are not related to the rubric for this category and would have been more relevant as 2.1, or 2.2 ("the lessons that were observed and documents reviewed revealed that instructional strategies are not being monitored to determine effectiveness, impact or level of implementation.")</i>	school. b. Prioritize the need for 11th and 12th grade teachers to plan either as departments or in interdisciplinary cohorts.

2011- 2012 Program Development Review: Executive Summary/October 25 – 26

Program Development Review 3-Year Trend Report

2009-2012

DATA Dashboard



PROGRAM DEVELOPMENT REVIEW REPORT

2011-2012

Integrated Design and Electronics Academy (IDEA) Public Charter School
October 25-26, 2011

REVIEW TEAM MEMBERS:

Dianne Braddock
Dorothea Bush
Gail Golden
Barbara Nophlin

PCSB STAFF:

Dr. Jackie L. Boddie

EXECUTIVE SUMMARY:

Located in the Deanwood section of Ward 7, Integrated Design and Electronics Academy (IDEA) is a secondary school for grades seven (7) through twelve (12) with 362 students and 47 teachers. It is managed by an active Board of Trustees (BOT) utilizing a committee structure, and is led by an executive director who is assisted by a principal and her instructional and administrative staff. The school is organized around three pillars: academics, technology and JROTC. It has recently purchased membership in the National Academy Foundation (NAF) which is leading the school's implementation of project-based learning in the Junior Academy (grades 7-10) with a STEM (Science, Technology, Engineering and Mathematics) focus. The school also implements a successful student leadership development component that has resulted in several student leaders, respectful interactions among students and adults, and a school climate that is conducive to the teaching and learning process. It continues to provide outreach services to the community in which it exists, including the offering of an adult education course in electrical wiring from 6:00-9:00 PM. Construction of the IDEA Health and Wellness Center is still underway, and when completed will provide additional classrooms, athletic facilities, community health services, and opportunities for community members to avail themselves of the facility. Based on IDEA's failure to make adequate yearly progress on the DC CAS (annual state assessment) for the past several years, it has been identified as a Restructuring 2 school as required by

Governance:

The Board of Trustees exerts itself on behalf of the school within the local community and has established relationships throughout the Deanwood neighborhood. Its leadership is stable with several founding members in officer positions. Expertise among BOT members includes marketing, architecture, finance, and governance as well as organizational and strategic planning. There is an aggressive building plan for the new IDEA Health and Wellness Center, the purchase of an adjacent lot for parking, and a recently purchased house across the street to use for hands-on electrical and construction student projects. While the Board has spent time and resources on the technical career aspects of the school, it has failed to adequately address the school's academic targets on the DCCAS or to meet Safe Harbor, and the initiatives have failed to lead to appreciable improvement in the school's academic performance.

The BOT has established an Adult Education Program and hired a teacher in conflict with the educational plan approved in the IDEA Charter Application submitted to the DC Board of Education: *"provide education for students in grades 9-12"*. In order to continue this practice a Charter Amendment may be required to preclude DC Public Charter School Board action. If the PCSB verifies that IDEA is out of compliance.

Program Development Review Summary

Curriculum and Standards	
1.1 The school has a clearly defined, comprehensive written curriculum in place that identifies the essential knowledge and skill that all students are expected to achieve and aligns with the state and/or national standards and the school's mission, goals and philosophy.	Limited
a. The curriculum identifies the essential knowledge and skills that all students are expected to achieve.	Limited
b. The curriculum aligns with the state and/or national standards.	Limited
c. The curriculum aligns with school's mission, goals and philosophy.	Limited
1.2 The school's curriculum is implemented with fidelity, and resources (human/material) are available to support the implementation of the curriculum.	Limited
a. The school's curriculum is implemented with fidelity.	Limited
b. Resources (human/material) are available to support the implementation of the curriculum.	Adequate
1.3 There are clear, regular and ongoing procedures and a process in place to review and revise the curriculum.	Adequate
Instruction	
2.1 Instruction utilizes effective strategies that are grounded in the school's philosophy and provide opportunities for student learning and active engagement in the learning process.	Limited
a. The school has a clear instructional philosophy that guides instructional delivery to support academic achievement.	Adequate
b. Instruction utilizes effective strategies that provide opportunities for student learning and active engagement in the learning process.	Limited
2.2 The school has strategies in place to address the variant student needs and learning preferences, inclusive of students at risk of academic failure, advanced learners, and/or students not making reasonable progress toward achieving school goals.	Limited
2.3 The school ensures that a program and services are in place and essential strategies are utilized to meet the needs of English Language Learners (ELL).	N/A
a. The school has a program in place to meet the needs of English Language Learners (ELL).	N/A
b. The school is in compliance with implementation of its ELL services.	N/A
c. The school ensures that staff members utilize essential strategies to support the literacy needs of English Language Learners (ELL).	N/A
2.4 Systematic strategies are in place to ensure that students with Individualized Education Plans (IEPs) are making progress in meeting school goals and IEP goals are in place.	Adequate
a. The school utilizes instructional strategies that address the special needs of students according to IEP objectives.	Limited
b. The school allocates resources (human/material) to address the needs of students with special needs.	Adequate
c. The school provides related services and/or accommodations for students according to IEPs.	Proficient
2.5 Time is made available throughout the year for planning designed to enhance and extend teaching and learning.	Adequate
2.6 Professional development offerings provide support in meeting the school's academic, non-academic, and mission specific performance goals and addresses any identified shortcomings in student learning.	Adequate

Curriculum and Standards	2011	2010	2009
1.1 The school has a clearly defined, comprehensive written curriculum in place that identifies the essential knowledge and skill that all students are expected to achieve and aligns with the state and/or national standards and the school's mission, goals and philosophy.	Limited	Adequate	Adequate
a. The curriculum identifies the essential knowledge and skills that all students are expected to achieve.	Limited	Adequate	Adequate
b. The curriculum aligns with the state and/or national standards.	Limited	Adequate	Adequate
c. The curriculum aligns with school's mission, goals and philosophy.	Limited	Limited	Limited
1.2 The school's curriculum is implemented with fidelity, and resources (human/material) are available to support the implementation of the curriculum.	Limited	Adequate	Adequate
a. The school's curriculum is implemented with fidelity.	Limited	Limited	Adequate
b. Resources (human/material) are available to support the implementation of the curriculum.	Adequate	Proficient	Adequate
1.3 There are clear, regular and ongoing procedures and a process in place to review and revise the curriculum.	Adequate	Proficient	Adequate
Instruction			
2.1 Instruction utilizes effective strategies that are grounded in the school's philosophy and provide opportunities for student learning and active engagement in the learning process.	Limited	Limited	Limited
a. The school has a clear instructional philosophy that guides instructional delivery to support academic achievement.	Adequate	Limited	
b. Instruction utilizes effective strategies that provide opportunities for student learning and active engagement in the learning process.	Limited	Limited	
2.2 The school has strategies in place to address the variant student needs and learning preferences, inclusive of students at risk of academic failure, advanced learners, and/or students not making reasonable progress toward achieving school goals.	Limited	Limited	Adequate
2.3 The school ensures that a program and services are in place and essential strategies are utilized to meet the needs of English Language Learners (ELL).	N/A	N/A	Adequate
a. The school has a program in place to meet the needs of English Language Learners (ELL).	N/A	N/A	
b. The school is in compliance with implementation of its ELL services.	N/A	N/A	
c. The school ensures that staff members utilize essential strategies to support the literacy needs of English Language Learners (ELL).	N/A	Proficient	
2.4 Systematic strategies are in place to ensure that students with Individualized Education Plans (IEPs) are making progress in meeting school goals and IEP goals.	Adequate	Proficient	Proficient

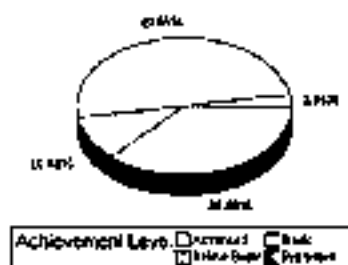
increased instructional opportunities.			
a. Assessment and evaluation data are used to monitor student learning, instructional effectiveness and instructional decisions.	Limited	Limited	Adequate
b. Ongoing, informal assessments are used to provide increased instructional opportunities.	Adequate	Adequate	Adequate
3.4 Procedures to ensure accurate and timely identification and evaluation of students who have special needs are in place.	Proficient	Proficient	Adequate
3.5 Procedures to ensure accurate and timely identification and assessment of English Language Learners (ELL) are in place.	Adequate	Proficient	
School Climate			
4.1 Quality instruction is promoted through programs, procedures and practices designed to provide an academic learning climate in support of student achievement.	Proficient	Adequate	Adequate
4.2 The school is a safe and orderly learning environment.	Proficient	Limited	Adequate
4.3 Parents/guardians and students are satisfied with the school.	Proficient	Adequate	Adequate
Governance and Management			
5.1 The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Proficient	Adequate	Adequate
5.2 The Board and the school's administration ensure adequate resources to further the academic and organizational success of the school, including but not limited to adequate facilities, additional funding, and services for special needs students.	Limited	Limited	Adequate
5.3 The Board has ensured strong and stable school leadership.	Limited	Adequate	Adequate
5.4 The Board has stable leadership and a succession plan	Proficient	Limited	
a. The Board has stable leadership.	Proficient		
b. The Board has a succession plan.	Proficient		
5.5 The Board sets academic, financial, and other key annual targets, and provides adequate oversight of these expectations.	Limited	Adequate	

School Name	Grade Span	School Year	Total Unaudited Correct Student % (Average Level)	2011-2012 Enrollment Count (LEA Level)
IDEA	7-12	7	563	559

DC CAS Trend



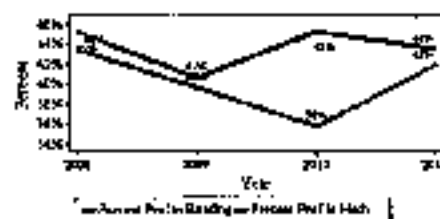
2011 DC CAS Reading Achievement



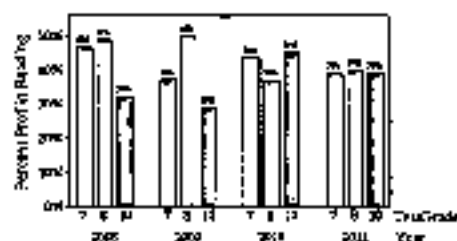
2011 DC CAS Math Achievement



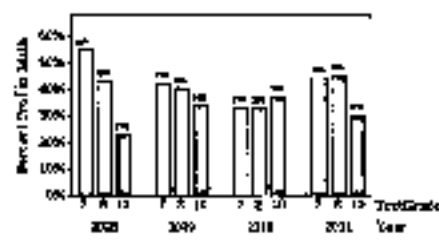
DC CAS Trend for Regular Ed



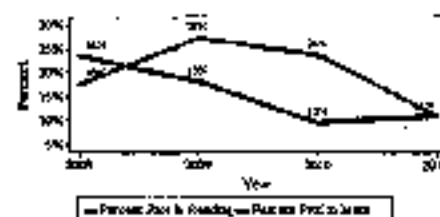
DC CAS Reading Trend by Test Grade



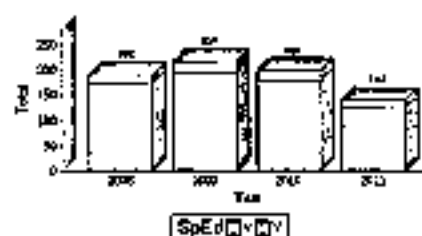
DC CAS Math Trend by Test Grade



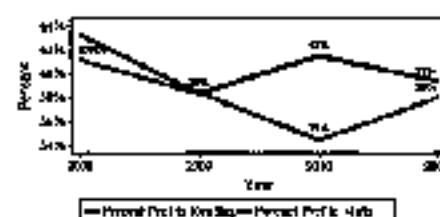
DC CAS Trend for Special Ed



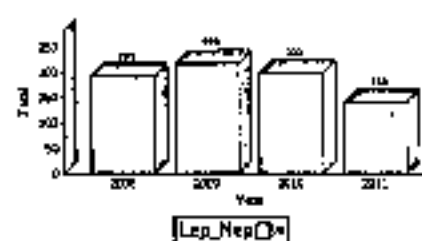
DC CAS Test Takers by Sp Ed



DC CAS Trend for Non-ELL



DC CAS Test Takers by ELL



COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT



2011-2012

Comprehensive Special Education Review Report

IDEA Public Charter School
Name of School

IDEA Public Charter School
LEA

IDEA Public Charter School
LEA for Special Education Purposes

December 2, 2011
DATE of REPORT

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT

EXECUTIVE SUMMARY:

DC ST 38-1802.12(c)(1) and DC ST 38-1802.13(a)(1) requires the DC Public Charter School Board to determine if a charter school has committed a violation of applicable law or a material violation of the conditions terms, standards or procedures set forth in the charter including violations relating to the education of children with disabilities.

Comprehensive Special Education Review Methodologies:

To make that determination The DC PCSB conducted a Comprehensive Special Education Review which entailed a desk audit of the Special Education Data System (SEDs); an onsite special education review embedded into the Program Development Review (PDR); and the scoring of the desk audit, onsite review and review of relevant school supplied policies, procedures and practices as well as other relevant reports supplied by the DC Office of the State Superintendent of Education.

Overall Score and Quality Status

Integrated Design and Electronic Academy Public Charter School received an overall special education review score of 31 of 39 points which means the overall quality of the special education program is adequate.

Significant Findings:

IDEA PCS has an overall student enrollment of 362 students of which 15% (55 of 362) have been determined eligible for special education services. The school serves all special education service levels. There are 7 level 1; 10 level 2; 13 level 3; and 25 level 4 students.

The LEA provides a free appropriate public education in the least restrictive environment to all of its special education students and is 90% to 95 % compliant in 2 of the 4 monitored areas of compliance. However, the LEA will need to improve its efforts to timely determine initial eligibility and timely develop initial IEPs. In those two areas, the LEA has 71% and 75% compliance respectively. 100% compliance is the federal standard for compliance.

One main strength of the special education program at IDEA PCS is that it provides a full continuum of educational settings for all service levels. However, there is room for improvement in providing quality instruction so as to increase academic achievement of special education students. The PDR teams' observations of co-taught classes revealed that specific and widely adopted instructional and environmental strategies are not used on a consistent or effective basis so as to enhance the learning experience of the students with IEPs. This may be a contributing factor to the downwardly trending DC CAS SPED Subgroup Proficiency Trend as noted below

DC CAS SPED Subgroup Performance	2009	2010	2011
SPED Reading Proficiency	20%	9.5 %	11.1%
SPED Math Proficiency	30 %	23.8 %	11.1%

Nevertheless, even though the special education program has room for improvement, the special education coordinator and staff is very committed to providing quality special education and related services as evidenced by all of the strengths found in this report.

Statement of Material Violation

There are no material violations of applicable laws relating to the education of children with disabilities at IDEA PCS.

COMPREHENSIVE SPECIAL EDUCATION REVIEW RATING AND SCORE: 31 of 39

Exemplary (overall score 32-39) Adequate (overall score 21-31) Inadequate (overall score 13-20)

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT



DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

2011-2012

Comprehensive Special Education Review Report

IDEA Public Charter School

Name of School

IDEA Public Charter School

LEA

IDEA Public Charter School

LEA for Special Education Purposes

December 2, 2011

DATE of REPORT

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT

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The LEA provides a free appropriate public education in the least restrictive environment to all of its special education students and is 80% to 85 % compliant in 2 of the 4 monitored areas of compliance. However, the LEA will need to improve its efforts to timely determine initial eligibility and timely develop initial IEPs. In those two areas, the LEA has 71% and 75% compliance respectively. 100% compliance is the federal standard for compliance.

One main strength of the special education program at IDEA PCS is that it provides a full continuum of educational settings for all service levels. However, there is room for improvement in providing quality instruction so as to increase academic achievement of special education students. The PDR teams' observations of co-taught classes revealed that specific and widely adopted instructional and environmental strategies are not used on a consistent or effective basis so as to enhance the learning experience of the students with IEPs. This may be a contributing factor to the downwardly trending DC CAS SPED Subgroup Proficiency Trend as noted below.

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Exemplary (overall score 32-39) Adequate (overall score 21-31) Inadequate (overall score 13-20)

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT

Indicator 1 Free and Appropriate Public Education	PERFORMANCE RUBRIC			RATING
	Exemplary (3)	Adequate(2)	Inadequate (1)	
Indicator 1.1 Provision of Special Education and Related Services 34 CFR 300.101(a) 34 CFR 300.530(d) 30 DCMR Title 5 3002.1	Special Education and Related Services are provided to every eligible student with a disability within the charter.	Special Education and Related Services are provided to some eligible students with a disability within the charter.	Special Education and Related Services are not provided to students with disabilities	☒ 3 ☐ 2 ☐ 1
Indicator 1.2 Highly Qualified Special Education Teachers in Core Academic Subjects 34 CFR 300.18 34 CFR 300.10	All special education teachers who teach core academic subjects are highly qualified.	Some special education teachers who teach core academic subjects are highly qualified.	No special education teachers who teach core academic subjects are highly qualified.	☒ 3 ☐ 2 ☐ 1
Indicator 1.3 Specially Designed Instruction 34 CFR 300.39 34 CFR 300.101	Special Education is always adapted, as appropriate and addresses the unique needs of eligible children and ensures access to the general education curriculum so that the children can meet the educational standards of the District of Columbia	Special Education is not always adapted, when appropriate or does not always address the unique needs of eligible children which ensures access to the general education curriculum so that the children can meet the educational standards of the District of Columbia	Special Education is not adapted, when appropriate or does not address the unique needs of eligible children which ensures access to the general education curriculum so that the children can meet the educational standards of the District of Columbia	☐ 3 ☒ 2 ☐ 1
Indicator 1.4 Child Find 34 CFR 300.111 34 CFR 300.201 30 DCMR Title 5 3002.1(c) OSSE Comprehensive Child Find System Policy (3/22/10)	There are written policies and procedures that ensure that ALL children with disabilities who are suspected of having a disability, and who are in need of special education services, are identified, located and evaluated and they are always followed.	There are written policies and procedures that ensure that ALL children with disabilities who are suspected of having a disability, and who are in need of special education services, are identified, located and evaluated but they are not always followed.	There are no written policies and procedures that ensure that ALL children with disabilities who are suspected of having a disability, and who are in need of special education services, are identified, located and evaluated.	☐ 3 ☒ 2 ☐ 1

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT

Indicator 2 Timely Initial Eligibility, Re-evaluations and IEPs	PERFORMANCE RUBRIC			RATING
	Exemplary (3)	Adequate (2)	Inadequate (1)	
Indicator 2.1 Timely Determination of Initial Eligibility 34 CFR 300.301; Title 5 DCMR 3002.1(d); Title 5 DCMR 3005.2; Title 5 DCMR 3019.3(b); Title 5 DCMR 3019.4; OSSE Policy on Part B Initial Evaluation/Reevaluation (3/22/10)	Initial Eligibility for children suspected of having a disability is determined within 120 days of receiving a written referral notwithstanding allowable exceptions. Most (85%-100%) of the time.	Initial Eligibility for children suspected of having a disability are determined within 120 days of receiving a written referral notwithstanding allowable exceptions. Some (70%-84%) of the time.	Initial Eligibility is consistently not (0%-69%) determined within 120 days of receiving a written referral notwithstanding allowable exceptions.	☐ 3 ☒ 2 ☐ 1
Indicator 2.2 Timely Development of Initial IEPs 34 CFR 300.323; Title 5 DCMR 3007.1	Most (85%-100%) Initial IEPs are developed within 30 days of written referral.	Some (70%-84%) Initial IEPs are developed within 30 days of written referral.	Initial IEPs are consistently not (0%-69%) developed within 30 days of written referral.	☐ 3 ☒ 2 ☐ 1
Indicator 2.3 Timely Review of Annual IEPs 34 CFR 300.324(b)(i); Title 5 DCMR 3008.1	Most (85%-100%) existing IEPs are reviewed periodically, but not less than annually to determine whether the annual goals for the child are being achieved.	Some (70%-84%) existing IEPs are reviewed periodically, but not less than annually to determine whether the annual goals for the child are being achieved.	Existing IEPs are consistently not (0%-69%) reviewed annually to determine whether the annual goals for the child are being achieved.	☒ 3 ☐ 2 ☐ 1
Indicator 2.4 Timely Conduct of Reevaluations 34 CFR 300.303; Title 5 DCMR 3005.7; Title 5 DCMR 3019.3(b); Title 5 DCMR 3019.4	Most (85%-100%) reevaluations are conducted at least once every three years unless there is evidence that the public agency AND the parent agree that a reevaluation is not necessary.	Some (70%-84%) reevaluations are conducted at least once every three years unless there is evidence that the public agency AND the parent agree that a reevaluation is not necessary.	Reevaluations are consistently not (0%-69%) conducted at least once every three years.	☒ 3 ☐ 2 ☐ 1

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT

Indicator 3	PERFORMANCE RUBRIC			RATING
Least Restrictive Environment (LRE)	Exemplary (3)	Adequate (2)	Inadequate (1)	
Indicator 3.1 Inclusive Practices 34 CFR 300.114; 5 DCMR E-3019(a); 5 DCMR E-3019.4; 5 DCMR E-3019(e); 5 DCMR E-3019.4(b); OSSE Least Restrictive Environment and Inclusion Policy (3/9/09)	There is evidence that the charter has an inclusive policy and practice that ensures that ALL children with disabilities, are educated with their non-disabled peers, to the maximum extent appropriate. AND there is evidence that it is being fully implemented.	There is evidence that the charter has an inclusive policy and practice that ensures that ALL children with disabilities, are educated with their non-disabled peers, to the maximum extent appropriate, BUT there is evidence that it is not being fully implemented.	There is no evidence that the charter has an inclusive policy and practice that ensures that ALL children with disabilities, are educated with their non-disabled peers, to the maximum extent appropriate.	☐ 3 ☒ 2 ☐ 1
Indicator 3.2 Continuum of Alternative Placements 34 CFR 300.115; 5 DCMR E-3012; 5 DCMR E-3019.3(a); 5 DCMR E-3019.4; OSSE Least Restrictive Environment and Inclusion Policy (3/8/09)	There is evidence that a continuum of alternative placements is available to meet the needs of ALL (Service Levels 1-4) children with disabilities for special education and related services.	There is evidence that a continuum of alternative placements is available to meet the needs of Most (Service Levels 1-3) children with disabilities for special education and related services.	There is evidence that a continuum of alternative placements is only available to meet the needs of SOME (Service Levels 1-2) children with disabilities for special education and related services.	☒ 3 ☐ 2 ☐ 1

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT

Indicator 4 Discipline	PERFORMANCE RUBRIC			RATING
	Exemplary (3)	Adequate (2)	Inadequate (1)	
Indicator 4 Discipline Procedures for Students with Disabilities 34 CFR 300.530-536	There is evidence that there are policies and procedures that fully comply with 34 CFR 300.530-536 AND those policies and procedures are being fully implemented.	There is evidence that there are policies and procedures that fully comply with 34 CFR 300.530-536 but they are partially being implemented.	There are either: 1.) No policies and procedures that fully comply with 34 CFR 300.530-536; or 2.) Policies and procedures available but do not fully comply with 34 CFR 300.530-536; 3.) There are policies and procedures that fully comply but are not being implemented.	☐ 3 ☒ 2 ☐ 1

Indicator 5 Dispute Resolution	PERFORMANCE RUBRIC			RATING
	Exemplary (3)	Adequate (2)	Inadequate (1)	
Indicator 5.1 Timely Implementation of Hearing Officer Determinations 5 DCMR E-3019.10	HODs are timely implemented MOST (95%-100%) of the time or there are no HODs.	HODs are timely implemented SOME (76%-94%) of the time.	HODs are consistently not timely implemented (0%-75%).	☒ 3 ☐ 2 ☐ 1

Indicator 6 Discrimination	PERFORMANCE RUBRIC			RATING
	Exemplary (3)	Adequate (1)	Inadequate (0)	
Indicator 6 DC ST. 38-1802.06	There are policies, procedures and practices that ensure that enrollment is open to ALL students and is not limited on the basis of a student's status as a student with special needs AND they are implemented with fidelity.	There are no policies, procedures and practices that ensure that enrollment is open to ALL students and is not limited on the basis of status as a student with special needs BUT there is no evidence of discriminatory practices in the enrollment process.	There is evidence that students with disabilities are being discriminated against in the enrollment process.	☐ 3 ☒ 1 ☐ 0

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT

COMPREHENSIVE SPECIAL EDUCATION REVIEW OVERALL RATING

SCORE: 31

Exemplary (overall score 32-39) Adequate (overall score 21-31) Inadequate (overall score 13-20)

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT

COMPREHENSIVE SPECIAL EDUCATION REVIEW SUMMARY

Indicator	FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)	Indicator Score
1		10 of 12
Strengths: - Special education and related services are made available to students with all disabilities in all service levels. - Special Education Teachers who teach Core Academic subjects are HQT.	Areas of Enhancement:	
Areas in Need of Improvement: 11-12 SY PDR Team Observations of co-taught classes revealed that specific and widely adopted instructional and environmental strategies are not used on a consistent or effective basis so as to enhance the learning experience of the students with IEPs. - Interviews revealed that at the time of the PDR the Special Education teachers did not have a common planning with each other or with the teachers with whom they co-teach. - Although the PDR Team determined that procedures to ensure accurate and timely identification and evaluation of students who have special needs are in place and are proficient, they are not being fully implemented. Only 71% (17 of 24) of students were initially determined eligible for special education services on a timely basis, and only 75% (3 of 4) initial IEPs were developed on time.	Recommended Actions: - Develop a plan for professional development that will provide for all Special Education teachers and their co-teachers extensive training on Best Practices for teaching students with special needs. Supervising staff in Special Education and other departments should review the lesson plans provided to assure that the strategies taught are reflected in the plan and implemented in the classroom. - Develop a systematic method of observing teachers after they have received any type of professional development in order to determine the level and quality of implementation. Use the results of the observations to provide additional instruction or re-teaching as needed. - Continue developing the plan for adjusting student/teacher schedules to provide an opportunity for all Special Education teachers to meet together each day during sixth period. Review the possibility of realigning the assignment of teachers and co-teachers to facilitate common planning for those teams. - Focus the development of the master schedule for SY 2012-2013 so as to provide for common planning for all Special Education teachers as well as for teachers and co-teachers. One possibility to consider is instead of common planning with other SPED teachers each day provide an opportunity for SPED teachers to be freed of co-teaching duties on one day a week. - Review and revise Child Find policies, procedures and practices and ensure that they are in compliance with 34 CFR 300.111; 34 CFR 300.201; 30 DCMR Title 5 3002.1(d); OSSE Comprehensive Child Find System Policy (3/22/10)	

Evidence/Sources for Indicator 1: FAPE

- Evidence/Sources for Indicator 1.1- Provision of Special Education and Related Services**
 - SEDs LEA Performance Reports
 - School Long Term Suspension and Expulsion Records
 - PCSB SPED Enrollment Reports
 - PDR Reports including interviews with faculty, administrators and other stakeholders

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT

- **Evidence/Sources for Indicator 1.2- Highly Qualified Special Education Teachers in Core Academic Subjects**
 - o School Supplied Teacher/Class Rosters
 - o School Supplied Teacher Credential Lists
- **Evidence/Sources for Indicator 1.3- Specially Designed Instruction**
 - o PDR Reports (Classroom observations and interviews with other stakeholders)
- **Evidence/Sources for Indicator 1.4—Child Find**
 - o PDR Reports informed by SEDs Reports; interviews with school stakeholders
 - See, 3.4 of PDR Rubric
 - o School supplied policies and procedures that relate to child find and identification

Indicator:	TIMELINESS OF: DETERMINATION OF INITIAL ELIGIBILITY DEVELOPMENT OF INITIAL IEPs REVIEW OF ANNUAL IEPs CONDUCT OF REEVALUATIONS	Indicator Score:
2		10 of 12
Strengths: For the period of 10.13.10 through 10.13.11 ¹ , school was exemplary in 2 of 4 compliance areas: • 90% (17 of 19) of Annual IEPs were reviewed on time. • 95% (35 of 37) re-evaluations were conducted on time.		Areas of Enhancement: • 100% compliance in all areas of compliance is the federal pursuant to IDEA. • Correct all areas of non-compliance.
Areas in Need of Improvement: For the period of 10.13.10 through 10.13.11 ² , school was adequate in two of four compliance areas: • 71% (17 of 24) students needing initial determination of eligibility were determined on time pursuant to 34 CFR 300.301 • 75% (3 of 4) Initial IEPs were developed on time. There were no material violations of applicable law in this indicator. However, 100% compliance with IDEA is the federal standard.		Recommended Actions: • Correct all areas of non-compliance of federal and DC law.

Evidence/Sources for Indicator 2: Timeliness

- **Evidence/Sources for Indicator 2.1 Timely Identification of Initial Eligibility**
 - o Preliminary SPED Report
 - o Raw SEDs_Data LEA Performance Reports

¹ SEDs Data was verified on 11/28/11 by special education coordinator and PCSB special education performance officer.

²Ibid.

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT

- o PDR Report
- **Evidence/Sources for Indicator 2.2 Timely Development of Initial IEPs**
 - o Preliminary SPED Report
 - o Raw SEDs_Data LEA Performance Reports
 - o PDR Report
- **Evidence/Sources for Indicator 2.3 Timely Review of Annual IEPs**
 - o Preliminary SPED Report
 - o Raw SEDs_Data LEA Performance Reports
 - o PDR Report
- **Evidence/Sources for Indicator 2.4 Timely Conduct of Reevaluations**
 - o Preliminary SPED Report
 - o Raw SEDs_Data LEA Performance Reports
 - o PDR Report

Indicator: 3	LEAST RESTRICTIVE ENVIRONMENT	Indicator Score: 6 of 6
Strengths: • There is evidence that the charter has an inclusive practice that ensures that ALL children with disabilities, are educated with their non-disabled peers, to the maximum extent appropriate. BUT there is no evidence of a clearly stated inclusion policy • The school provides a continuum of alternative placements for special education students in each of the levels 1 through 4.	Areas of Enhancement: Develop an Inclusion policy that complies with 34 CFR 300.114; 5 DCMR E-3019(e); 5 DCMR E-3019.4; 5 DCMR E-3019(c); 5 DCMR E-3019.4(b); and OSSE Least Restrictive Environment and Inclusion Policy (3/9/09).	
School should Areas in Need of Improvement: • N/A	Recommended Actions:	

Evidence/Sources for Indicator 3: Least Restrictive Environment

- **Evidence/Sources for Indicator 3.1**
 - o Preliminary SPED Report
 - o Raw SEDs_Data LEA Performance Reports
 - o PDR Report
 - o PCSB Enrollment Data
 - o DC CAS SPED Analysis Data Report
 - o School Supplied Inclusion Policies and Procedures
- **Evidence/Sources for Indicator 3.2**

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT

- o Preliminary SPED Report
- o Raw SEDs_Data LEA Performance Reports
- o PDR Report
- o PCSB Enrollment Data
- o DC CAS SPED Analysis Data Report
- o School Supplied Inclusion Policies and Procedures
- o OSSE Change in Placement Data

Indicator 4	DISCIPLINE	Indicator Score 2019
Strengths: There is evidence that there are procedures that fully comply with 34 CFR 300.530-536 but they were not clearly stated policies.		Areas of Enhancement: The school should consider developing its own LEA specific policies that are compliant with 34 CFR 300.530-536.
Areas in Need of Improvement: •		Recommended Actions:

Evidence/Sources For Indicator 4: Discipline

- School Supplied Discipline Policies and Procedures for SPED Students
- School Supplied Suspension and Expulsion Records of SPED Students
- Randomly Selected IEP Files (MDT Notes with evidence of manifestation determination hearings; provision of FAPE during suspension, etc)

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT

Indicator:	DISPUTE RESOLUTION	Indicator Score:
5		3 of 3
Strengths: YTD 10.13.11, school had 7 of 7 timely implemented HODs.		Areas in Need of Improvement:
Recommended Actions:		

Evidence/Sources for Indicator 5: Dispute Resolution

- Blackman Jones Database Report (OSSE Supplied)

Indicator:	DISCRIMINATION	Indicator Score:
6		1 of 3
Strengths: There was no evidence of discriminatory practices in the enrollment process.		Areas of Enhancement: The school should develop specific policies that ensure that the school will not engage in any discriminatory practices including but not limited to enrollment, zero-counseling out and equal access to education of students with disabilities. These policies should be consistent with IDEA, ADA, Section 504 of the Rehabilitation of 1973 and any other law which ensures that students with disabilities are not being discriminated against in any way.
Recommended Actions:		

Evidence/Sources for Indicator 6: Discrimination

- School Supplied Copies of Enrollment Applications
- School Supplied Enrollment Policies and Procedures

Integrated Design and Electronic Academy

Education Plan

1. **Mission and Goal Statement**

a. The mission of the Integrated Design Electronics IDEA public charter school (IDEA) charter school is to develop young people with the academic, social, leadership and occupational skills to compete successfully in post secondary education/training and enter challenging careers in the technical fields of work. We wish to prepare our students for the competitive high-tech careers now required in the 21st century. The school will develop students who will not only have improved test and aptitude scores but will work more cohesively as team members.

b. Academic Goals: It is the intent of the IDEA public charter school to establish a more rigorous math, science and English program which will be integrated with the student's occupational program.

□ Ensure graduation rates are over 90%.

- Students will receive increased personal attention to ensure they receive mentoring, tutoring or counseling when necessary. *This is based on a student entering grade nine and graduating as a senior. This includes transfers or removals for any reason.*

□ Ensure all June graduates go to college or into meaningful employment (Minimum wage or higher) by September.

- Provide intense monitoring of course requirements, student performance and test student early to determine aptitude for life after high school.

□ Raise Grade Point Averages (GPA) an average of 5% per year.

- Provide intensive counseling mentoring sessions with students to ensure they receive tutoring as required.

□ Improve PSAT, SAT and ASVAB test scores between 7- 10% each year.

Students will be tested and retested based on academic fundamentals until SAT averages are between 800-1000 or higher.

c. Non Academic Goals:

- Create an environment that encourages attendance and reduces absenteeism. The importance of regular attendance cannot be overstated, and the IDEA public charter school will strive for consistently high attendance rates. The IDEA public charter school will identify and address non-illness related situations that could prevent or hinder regular attendance. The IDEA public charter school will strive to achieve an attendance record meeting or exceeding that of the average elementary school within the District.

- Ensure all eligible seniors are afforded the opportunity to obtain financial aid. All senior records will be reviewed one year before graduation and assistance will be provided in obtain financial aid if desired.

2. Statement of Need

2. Statement of Need

- a. The newspapers of Washington, D.C. have carried many stories outlining the poor testing, low Grade Point Averages(GPA), high student absenteeism and increased violence and discipline problems within the schools. The IDEA focus is to attack these concerns by focussing on the socioeconomic needs of the students as well as their educational needs. The IDEA public charter school believes that by preparing a student properly, they will be unique qualified for higher lever school as well as being qualified for higher paying entry level occupations. This focus will be explained below.
- b. The school is to be located in the Northeast area of Washington D.C. near major transportation arteries. This area as well as many other areas of Washington, D.C. has high unemployment as well as the working poor as described below.

c. Target Population:

(1) The school will focus on students throughout the city with an interest in technical learning, school-to-work, apprenticeships and JROTC leadership training. It will include a mix of students who desire a challenging curriculum but to whom success is reachable. *This mix means students of varied economic status, gender and ethnicity who truly want to be successful in life.* The anticipated enrollment in the IDEA public charter school for SY 97-98 is 90 students in grades 9 - 12. This figure will increase to 225 by the year 2000. The proposed breakdown for the year 2000 will be 60, 58, 55, 52. The proposed opening date of the converted charter school program is fall 1998 with 150 students(90; 20, 20, 20). It is the intent of the IDEA public charter school to grow over the five years of the charter to an enrollment of 225 students.

The proposed maximum enrollment of the school is listed below:

<u>Grade</u>	9	10	11	12
<u>Enrollment</u>	60	58	55	52

(2) Educational and developmental Needs of the Target Student Population: The school will offer a four year- curriculum (grades 9 -12) and eventually develop 2 + 2 (grades 11 and 12) articulations with post-secondary institutions in the metropolitan area leading to 2 year associate degrees and advanced standing in college programs. Some of the students in the program will be youth at risk and approximately 10-15% of the students will be considered Level One Special Education. The average student will enroll with a Grade Point Average (GPA) of less than 2.0, will have below average math/science skills, test below the national average and be somewhat undisciplined. The purpose of the Integrated Design Electronics IDEA public charter school (IDEA) charter School is to improve on these areas while preparing the student for the world of work. This is achieved through a unique learning environment and enhanced career opportunities that include effective integration of academic and technological career training in electronics and engineering design and the leadership skills training of the military Junior Reserve Officer Training Corps (JROTC) program.

3. Academic Design

3. Academic Design

a. Content Standards and Curriculum.

(1) Curriculum standards: See Appendix I for curriculum. So that the District can measure the success of the IDEA public charter school as compared to other public high schools, in the Fall of 1998 the IDEA public charter school's students will be required to take one or more standardized tests (probably the Stanford test and PSAT) currently used by the District. Pursuant to statutory authority, the IDEA public charter school has designed its own educational program and curriculum. The IDEA public charter school board will approve textbooks. Curriculum design implementation and review will be a continuous process. The IDEA public charter school will work closely with the District on insuring the content standards of its curriculum meet or exceed those of the District. The IDEA public charter school might want to develop alternative assessments to what the District uses. This will be determined once the IDEA public charter school analyzes any additional assessments the District develops. The students will be assessed based on District standards initially and results reviewed to ensure national testing standards are met. The 9th grade students will not be allowed to select a career field. As indicated by the curriculum, they will be given an orientation in all of the course choices. Their first year will be spent ensuring they have mastered English, math and the sciences prior to a career course selection. They may choose a career course in the 10th grade. General learning objective for the basic academic areas are below:

English/Writing-/Reading

- (a). Students will develop inferential and interpretive reading skills through broad instruction in science, social studies and fine arts
- (b). Students will increase critical thinking skills using divergent and convergent reasoning activities.
- (c). Students will develop understandings of contextual definitions and will be able to make generalizations based on supportive data.
- (d). Students will be able to identify and infer central issues in stories and literature while discussing and writing about the material.
- (e). Students will develop basic reading skills using a variety of learning modalities and materials.
- (f). Students will compose stories, poems, letters and reports utilizing the elements of the writing process.
- (g). Students will demonstrate the ability to interrelate communicating research skills and composing skills with subject matter disciplines.
- (h). Students will demonstrate knowledge and use of collecting data, outlining and note taking.

players, telephones and videophones. The technology itself will not be a 'magic bullet' that will solve all education problems. It will not make every student a reader, or enable all student to be mathematicians. But it can excite a student's imagination and open a host of experiences. If used properly in conjunction with a strong curriculum, a stimulating educational environment and an active learning methodology, it can be a valuable tool.

(a) The Communications and Digital Electronics course is designed to provide a student basic knowledge of electronic circuitry as it pertains to communication and digital equipment (i.e., radios, television, VCRs, etc.). Specialized laboratory and practical experiences will require the student to assemble, operate, install, maintain and repair communications equipment and systems. There will extensive use of the computer and oscilloscope as a diagnostic tool. Students will be able to construct simple circuits and devices. Instructions on meter reading, mathematics and interpreting schematics will be taught. The course emphasizes hands-on instruction and teamwork. The student should have solid reading skills since they must use and interpret repair manuals. The student must be able to follow detailed written and oral instructions. The student must have the potential to use diagnostic testing equipment. The student should have completed course work in Math and Algebra. The student will be able to connect and analyze circuits, solve theoretical and practical problems and setup a variety of electronic communications and digital equipment. The course will prepare the student for entry level positions as a This course will prepare the student for entry level positions as an electronics support specialist; test equipment repair specialist, computer, VCR, radio and television repair person

(b) The Residential and Industrial Electronics course is designed to prepare a student for employment in the electrical wiring and Industrial Electronics area as an entry level apprentice. The course will provide the student with a functional knowledge of electrical wiring and electronics circuitry required for residences and commercial establishments. Instructions on meter reading, mathematics and interpreting schematics will be taught. The course will provide the student with a functional knowledge of electronic devices and circuitry through electronic laboratory experiences and technical instruction. A major portion of the instruction is focused on demonstrations and practical application. The student should have completed a course in Math. They should have the aptitude for mathematics and hands-on experiences. The student should also have a high degree of manual dexterity and have the ability to develop problem solving and diagnostic skills. This course will prepare the student for entry-level positions as an electrical apprentice or electronics technician. The student will be able to install electrical switches, outlets, lights, test and repair electric motors and install home wiring in accordance with the current National Electric Code.

(c) The Engineering and Drafting course is designed to prepare a student for employment in the technical engineering drafting area as an entry level employee. The course emphasizes hands-on instruction and teamwork. It also provides beginner instruction on Computer Aided Design(CAD) software. Students will letter, make measurements, sketch and interpret blueprints. They will use drafting instruments such as T-squares, rulers, compasses and protractors. The advanced students will use computers as a drafting tool. The Student should have drawing potential and be able to follow detailed instructions. The student should also be able to use a computer keyboard. The student should have completed course work in Algebra and Geometry. The student will be able to draw basic blueprints and architectural and equipment

b. Instructional Methods

b. Instructional Methods

(1) Typically, a cadre of students will remain with a team of teachers (from academic and occupational areas) in a small school-within-a-school setting to strengthen the peer group, provide supports to classroom learning and deepen relationships between students and caring adults. Teachers will use a team teaching approach wherever possible and essentially in the technology related classes. The school will start with approximately 150 students in August 98 and peak at 225 students in school year 2000.

(2) Students will be pretested to ascertain their level of competency in basic math, English and science principles as these are required for the student to excel in the skill producing classes. Intensive teaching methods, small classes and computer self paced programs will be used to assist students in becoming more proficient in the academic areas. Since all skill producing classes require a basic knowledge of math, English and science, the school will focus on those areas so the student will be prepared for the rigors and analytical requirements of Engineering Design and Electronics. The computer will also be used to provide assessment testing on the PSAT/SAT tests. The chart at Appendix I lists our four year curriculum. While we are teaching standard DCPS subjects, there are significant differences in our curriculum. First, all ninth and tenth grade students take two periods of English and Mathematics courses for two years. At the end of the tenth grade, they will have completed four Carnegie Units in English and four in Mathematics. Students will be able to progress on to their Eleventh Grade Level shops only after they have demonstrated English and Mathematics proficiency to include achieving acceptable scores on the Stanford 9 Test. Another difference in our curriculum is that ninth graders will take a one year Introduction to Technology Course where they will learn how a computer works, to include complete keyboarding and also receive an orientation in the four career course areas. Finally, Seniors in IDEA will participate in internships with future prospective employers when appropriate. Testing programs used to ensure proper assessments include those listed in paragraph c(4).

(3) As the JROTC program has a flexible curriculum, it will be tailored to provide additional teamwork drills and exercises. Students will be motivated through both mental and physical exercises as they compete against each other. Learning games and activities will also be used as a motivation tools.

(4) This curriculum is not suitable for students with significant language difficulties but is acceptable for those with Level One learning disabilities. Students with learning disabilities will be main streamed through the school but will receive extra mentoring, monitoring and tutoring to ensure they do not fall behind. A detailed educational plan will be prepared to ensure the student as well as the teacher understands what needs to be accomplished. An Individualized Education Program (IEP) will be designed and maintained for each child eligible for special education under the Individuals with Disabilities Education Act. The program will be developed in a meeting with the child's teachers, parent(s), the student (when appropriate), a school division representative qualified to provide or supervise the provision of special education services and other individuals at the discretion of the parents or school. This IEP is reviewed at least

c. Student Performance Standards and Assessment:

(1) **Performance Standards.** - The IDEA public charter school exists to fulfill the students' academic needs. So that the District can measure the success of the IDEA public charter school as compared to other public high schools, in the Fall of 1998 the IDEA public charter school's students will be required to take one or more standardized tests (probably the Stanford test) currently used by the District. The IDEA public charter school will then tabulate the median test scores in each subject area, cross-referenced by race/ethnic guidelines and gender. This will establish the baseline for the IDEA public charter school's program. This process will be repeated each Spring. The IDEA public charter school has established a goal of increasing the median scores in all subject areas. The IDEA public charter school's goal is to achieve an average median attainment level of 80% in all subjects for *all grade levels*. The learning disabled would be exempted from these standards, and standards relevant to each individual situation would be adopted in their place. Such exemptions would become part of the information exchange with the District and be included in all reports.

(2) As noted in above, each spring, all of the IDEA public charter school's students will take a battery of standardized tests. The student must attain the standards as established by the District. District policies and procedures will be adapted for use in the school. Students must pass the prerequisite courses for advancement to the next higher course (i.e. Students must pass English I prior to advancement to English II). Attainment may be demonstrated by oral examination, written examinations, writing samples, audio recordings, artistic renderings, or any combination of these examples. Annual evaluation reports will be submitted to the District as well as an initial baseline evaluation based on standardized test methods currently in use by the District. A comparative analysis of goals established and goals achieved will be presented in the evaluation as well. The District will assume all costs associated with testing and retain individual copies of test results, as is the practice with other public schools in the District.

(3) **Graduation Requirements: District of Columbia Public Schools**

GRADUATION REQUIREMENTS

(a) Students entering 9th grade after school year 1993, must earn a total of twenty-three and one-half (23.5) Carnegie Units to graduate: - Ten (10) Carnegie Units will be required for assignment to a junior section and fifteen (15) for a senior section. Student must also perform 100 hours of Community Services Hours to graduate.

Types of Tests

ASVAB Armed Services Vocational Aptitude Battery

PSAT Preliminary Scholastic Aptitude Test

Designed to be taken by college-bound students during their junior year. The result of which help a student predict and perhaps improve his future SAT scores to possibly qualify for scholarships.

SAT Scholastic Aptitude Test

Most widely used examination to help colleges determine whether or not a student is admitted. It is a three-hour test composed of verbal and math sections.

ACT American College Test

Another college admission test; most colleges now accept either the SAT or ACT scores. Must check the respective college catalogs.

ACH Achievement Test

One-hour test in selected subject areas including English, Literature, Biology, Chemistry, Mathematics, American History, etc.

(5) Ensuring Use of District wide Assessments: The school will coordinate with the District to ensure it is on all mailing lists and schedules for assessment testing. The IDEA school will participate in the District of Columbia's testing program *and purchase the necessary testing materials.*

4. Student Policies and Procedures

4. Student Policies and Procedures

a. Admissions, Attendance and Withdrawal

- (1) General Admissions Process - Prior to admission to the IDEA public charter school, the parent,

guardian or other person having control or charge of the child shall provide, upon registration, a sworn statement or affirmation indicating whether the student has been expelled from attendance at a private school or in a public of the District of Columbia or another state for an offense in violation of school board policies relating to weapons, alcohol or drugs; destruction of property, or for the willful infliction of injury to another person. Any person making a materially false statement or affirmation concerning the above, shall be guilty upon conviction of a Class 3 misdemeanor. The sworn statement shall be maintained as a part of the student's scholastic record. The student must have or obtain a social security number within 90 days of admissions unless a waiver is granted pursuant to Social Security Administration guidelines. (See Appendix 10 for detailed admissions requirements)

These policies is required to be consistent with the requirements of the Charter School Act. The IDEA public charter school's enrollment process will fully abide by the law. The charter school enrollment policy prohibits discriminations on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services. The IDEA public charter school sets forth the following non-discriminatory enrollment policy. This policy is required as it is anticipated that the enrollment interest will exceed the enrollment capacity of the school. If at any time the enrollment exceeds the capacity of the IDEA public charter school, all subsequent applications for enrollment will be put on a waiting list. When space becomes available, the IDEA public charter school will conduct a lottery to determine which student is allowed to enroll.

- (2) The lottery will be governed by only a few basic rules:

- (a) If space is available, all students who are on the waiting list will be allowed to enter.
- (b) If a student is chosen in the lottery and there is a sibling or siblings who want to attend the IDEA public charter school, those siblings will be given preference so the family can all attend the same school.
- (c) The lottery will be conducted by July 31 of each year. Each student's lottery draw will determine the number the student has on the waiting list for the following school year.
- (d) The student must present a birth certificate or affidavit proving age.

(3) - Resident and Non-Resident Students: Tuition rates are established each year in accordance with the provisions of the District of Columbia and the Board of Education, enrollment in the IDEA public charter school shall be open to all students who are residents of the District of Columbia and, if space is available, to nonresident students who meet the tuition requirement. Nonresident students shall pay tuition to attend the IDEA public charter school at the applicable rate established for

(3) Special assignment of a sibling.

A request for a sibling(s) to attend a specific school because the school has assigned a brother or sister to that school will be considered, but there is no obligation to grant such a request.

(4) Senior status

A request for a senior to remain in a school and to graduate with his or her class will be considered.

(5) Child of employee of school division

A request from an employee to have his or her child attend the school in which he or she works will be considered.

(4) Tracking Student Attendance: The attendance clerk will track attendance of all students on a daily basis under District Laws and regulations. Students which have chronic unexcused absences, or truancy in a class (5 or more per advisory) may include a grade reduction in that subject or subjects. Ten(10) or more unexcused absences per advisory will result in the student receiving a failure grade in that subject or subjects. Students having 40 or more absences in a subject with a school year will receive a failing grade in that subject with a result loss of course credit. Parents/guardians will be held accountable for all absences of their children and shall verify the cause of all absences with a written statement upon the child's return to school. The attendance clerk will contact parents in writing if a student has received 3 absences in an advisory. *The attendance clerk will provide the administrative portion of the attendance tracking. Teachers, counselors and mentors will be required to communicate with parents by telephone or in person when a student is absent without permission. A telephone log/contact sheet will be provided to the attendance clerk for record. See appendix 2 for detailed attendance policy.*

b. School Climate and Student Code of Conduct

(1) Health and Safety - The IDEA public charter school shall comply with all District policies, and applicable Federal and state laws, concerning employee welfare, safety and health issues, including, without limitation, the requirement of federal law for a drug free workplace. The principal or director or his designee shall serve as the school safety officer. The school safety officer shall be responsible for implementation of the program in the School administrative Office and the maintenance and transportation areas, custodial areas and food services, and will coordinate implementation of the program within each elementary and secondary school. Each principal or his designee shall be responsible for implementation of the program in the work areas, classrooms and related activities under his supervision. Job descriptions for the following categories shall reflect responsibility for implementation of the Safety Program: art department heads, sciences department heads and vocational agriculture department heads. The designated employees shall be responsible for implementing the program.

(2) Behavior - Parents and students will sign a contract promising to honor the code of behavior (JROTC Creed) drawn up for the IDEA-IDEA public charter school. This code of behavior, in addition to stipulating standards of conduct, will specify disciplinary measures to be taken in the event of misbehavior. Discipline and classroom disruptions will be handled within the classroom. Students and instructors will respect each other and their surroundings. A safe school environment including classroom, hallways, common areas, and playground will be paramount.

APPENDIX

2

Attendance Policy

STUDENT ATTENDANCE

Achievement in school is related to regular attendance; therefore, it is essential that students attend school daily. Generally, students are expected to attend school except in cases of personal illness, family emergency or death in the immediate family. Students shall be responsible for completing assignments missed due to absences.

The principal shall ensure that attendance procedures are developed and implemented which:

1. identify the responsibilities of students regarding regular attendance;
2. specify the responsibilities of the staff members regarding student attendance;
3. articulate the responsibilities of parents regarding student attendance;
4. reflect individual differences among children, including developmental levels;
5. complement the expectations for teachers to provide unique classroom experiences necessary for mastery of instructional objectives; and
6. promote positive attitudes toward school attendance.

Students are responsible for being in school and class on time. A positive attitude toward school attendance will enable students to:

1. define their goals and reach their fullest potential.
2. take advantage of the American free public education system.
3. obtain credit for courses necessary to complete a high school education.
4. take full advantage of both classroom and extracurricular activities.
5. develop the habit of consistent attendance necessary to be successful in the world of work.
6. accept responsibility for their attendance.

The school staff is responsible for fostering good student attendance by:

1. modeling good daily attendance.
2. relating to the students the importance of daily attendance.
3. providing an atmosphere in which students can become actively involved in the learning process.
4. communicating to the students how daily attendance is directly related to good grades.
5. counseling with students as absences occur.
6. providing interesting lessons which encourage students to want to attend class.
7. providing appropriate incentives and any necessary discipline.

4. TARDINESS AND EARLY DISMISSALS

Students who are absent for even a portion of a class miss valuable instructional time. Students entering and exiting the classroom at odd times interfere with instruction and must be kept to a minimum. Class work continues and students are responsible for any assignments or discussions missed. Incidents of tardiness and early dismissals count against a student's attendance record.

5. MAKE-UP WORK

All students are to make up all assignments missed when absent or tardy. It is the student's responsibility to meet with teachers to arrange for make-up work. Make-up work must be completed within a maximum of three (3) days of the absence. When there are extenuating circumstances, the teacher may extend this time frame provided a definite schedule for the completion of the work has been agreed upon by the student and the teacher.

If a student is absent on the day of an announced test, but was present when the test was announced, he/she is expected to make up the test on the day he/she returns to school. A grade will not be placed on the student's report card at the end of the grading period if the make-up work has not been completed. In such a case, the legend "Inc." (incomplete) is placed on the report card in the grade column until make-up work is completed. Deadlines, as stated above for completion of make-up work, must be followed in order to receive credit for the missed assignments.

6. PARENTAL/GUARDIAN CONTACT

Attempts will be made to contact the parent or guardian if a student is absent. In addition to information on the student's report card regarding attendance, the following steps are taken:

- a. each absence from school - telephone contact with parent is attempted and teachers discuss absence with student.
- b. each absence from any given class - the teacher discusses the absence with the student upon his/her return to school.
- c. all absences - attendance for each class is indicated on the report card which is sent home every nine (9) weeks.
- d. excessive absences - students are referred to the administration for excessive absences. From that referral, parents are often contacted for assistance.
- e. fifth absence - a letter is mailed to the home of a student on the occasion of the fifth absence from class if that absence occurs during the first semester.
- f. tenth absence - a letter is mailed to the home of a student on the occasion of the tenth absence from class.

CODE OF STUDENT CONDUCT

A. General Provisions

1. Positive Expectations of All Students. School is a place for teaching and learning. Therefore, students are expected to:
 - a. attend school regularly;
 - b. arrive at school ready to participate in learning activities;
 - c. accept responsibility for one's own behavior;
 - d. cooperate with school personnel and fellow students;
 - e. abide by all laws of the District of Columbia;
 - f. complete all assignments fully and in a timely manner;
 - g. cooperate with school officials in the investigation of any violation of school rules;
 - h. abide by all school regulations;
 - i. refrain from any action which hinders other students' safety, welfare, peace of mind or achievement;
 - j. respect the right of teachers to teach and students to learn; and
 - k. assist the principal and faculty in the operation of a school which is a safe place for all students to learn and to develop socially.
2. Attendance. All students under the age of 19 shall attend school regularly as set forth in the Code of the District of Columbia. Absences may be excused for reasons such as illness, death in the family, court appearances, religious holidays generally observed by the religious group, or extenuating circumstances which are approved by the principal. Non-compliance with attendance regulations (skipping school or skipping classes) will be dealt with as a matter of discipline.
3. Authority of School Officials over Pupils. The power of school authorities is not limited to violations occurring on school property during school hours. The school has authority over the conduct of students who are on their way to and returning home from school regardless of whether the student is using school public transportation, private vehicle or walking. While such authority does not alienate students from proper parental authority, students may be subject to discipline for violations of school regulations, which are detrimental to the interests of the school or adversely affect school discipline. The school also has authority over students who are participating in or are in attendance at a school-sponsored activity.
4. Consistent Enforcement. Consistent enforcement of rules and regulations by teachers and administrators is an essential component of an effective school discipline program. Communication among teachers and/or administrators plays an important role in consistent enforcement of rules and regulations. In the case of administrators, if more than one is involved in handling discipline, conferences should be held on a regular basis concerning how certain situations are being

c. Student Performance Standards and Assessment

B. Business Plan

b. Plan for the Commencement of Operations

b. Plan for the Commencement of Operations

The proposed corporate nature of the school is to begin functioning as a Charter School in accordance with the District of Columbia Non-profit Corporation Act and all other governing laws, rules and regulations. The plan and projected time-table to commence operations requires the school to transfer its current curriculum, student population, and other required resources with minor modifications as necessary, and begin functioning as a Chartered School in accordance with the timetable below:

(1) Submit Application	October 31, 1997
(2) Received Provisional Charter Status	December 17, 1997
(3) Parents complete Letters of Intent	May 13, 1998
(4) Complete School Staffing	June 1, 1998
(5) Complete 150 student registrations	June 15, 1998
(6) Activate required insurance coverage	June 30, 1998
(7) Activate school lunch program	June 30, 1998
(8) Begin classroom instruction	September 1, 1998

c. Long-range Enrollment Projections and Planning

(1) The proposed opening date of the converted charter school program is fall 1998 with 150 students (90, 20, 20 and 20 respectively in grades 9-12). It is the intent of the IDEA public charter school to grow over the five years of the charter to an enrollment of 225 students. The maximum enrollment of the school is listed below.

<u>Grade</u>	9	10	11	12
<u>Enrollment</u>	60	58	55	52

(2) Plans for expanding staff. As the enrollment of the school grows, the program will be assessed to ascertain if student/parent interest is still supportive. The IDEA public charter school will research these interests in comparison to job market trends (e.g. If many students are interested in computer repair and the job market demands it, we would offer more class periods in that area and hire teachers to support it). *If the student demands for schooling is substantially beyond the 225 figure, the school we consider relocation and hiring additional staff to support those interests. (Appropriate amendments to the charter would be processed.)*

(3) Impact if enrollment is smaller: If the enrollment is smaller than expected, we will consider elimination or postponement of low enrollment courses and offer other courses that more correctly reflect job market trends. We would also consider appropriate reductions in staff if necessary

MONTH	ACTIONS/MILESTONES	DEADLINE	IDEA STAFF	CONSULTANT	CONSULTANT 2
FEBRUARY	Refine and implement rewards system to increase increased attendance PMF	02/15/12	Dexter/Reid	TenSquare	
	Develop and implement attendance success sheets for students with rewards and incentives for most chronic truant PMF	02/15/12	Reid/Travers	TenSquare	
	Identify students in grades 7 & 8 who have missed 10 or more unexcused absences, follow OSSE policy on truancy and work with CFS PMF	02/15/12	Dexter	TenSquare	
	Identify students in grades 9-12 who have missed more than 10 unexcused absences, follow OSSE policy for truancy working alongside DC courts PMF	02/15/12	Dexter	TenSquare	
	Teachers participate in PAROC Workshop Series for ELA, hosted by FOCUS & Charter School Start Up	02/15/12	A. Johnson	TenSquare	
	Positions posted for Executive Director, Principal and Chief Operating Officer	02/17/12	N. Johnson	TenSquare	
	Begin leadership candidate phone screenings	ongoing throughout the process	D. Owens	TenSquare	
	Contract with Curriculum & Instruction Consultant to join Restructuring Team	02/24/12	N. Johnson	TenSquare	
	Issue a contract with special education expert to deeply review special education files and program, e.g. DC Sped Cooperative	02/24/12	N. Johnson	TenSquare	
	Ensure every student submits at least one college application PMF	02/28/12	Duffy	TenSquare	
	Devise an enrollment strategy for new students PMF	02/28/12	Huller/Deisone	TenSquare	
	Update website to provide information for prospective students including application process and deadlines PMF	02/28/12	R. Leonard	TenSquare	
	Ensure all classes have sufficient textbooks for remainder of year	02/28/12	Dexter	TenSquare	
MARCH	Make rigorous daily calls to parents PMF	daily throughout the year	C. Travers, Assist all Teachers	TenSquare	
	Begin conducting teacher observations and interviews to inform hiring decisions for next year.	03/01/12	A. Johnson	TenSquare	Aimee Egan, Cardize Bobo, Rebecca Penny
	Teachers participate in PAROC Workshop Series for ELA, hosted by FOCUS & Charter School Start Up	03/01/12	A. Johnson	TenSquare	
	Identify the most essential professional development offerings for the remainder of school year, adjust a calendar as appropriate	03/09/12	Dexter	Alexandra Pardo	
	Finalize restructuring team members- PCSB Condition	03/15/12	N. Johnson	TenSquare	

MONTH	ACTIONS/MILESTONES	DEADLINE	IDEA STAFF	CONSULTANT	CONSULTANT 2
APRIL	Recruit three (3) new Board members	03/15/12	Owens	Charter Board Partners	
	Incorporate greater focus on academic achievement in board meetings; review board meeting minutes regularly	each meeting	Owens	Charter Board Partners	
	Identify which current students plan to re-enroll using Intent to Enroll forms. PMF	02/30/12	C. Travers, Binstock	TenSquare	
	Audit all senior transcripts to identify any missing credit issues. PMF	05/30/12	Dexter/Duffy/Reed/Mackey	Alexandra Pardo	
	Create a credit recovery plan for any seniors not on-track to graduate utilizing PCSB approved credit recovery programs. PMF	03/30/12	Dexter/Reed	Alexandra Pardo	
	Audit course sequence and catalogue	05/30/12	Dexter	Alexandra Pardo	Aimee Evans to advise on career and technical courses
	Develop teacher staff plan for SY 12-13	05/30/12	A. Johnson	Alexandra Pardo	
	Determine new teacher staffing needs, based on evaluations and teacher staff plan.	03/30/12	A. Johnson	Alexandra Pardo	
	Audit organizational chart to determine staffing needs and resources and to inform budget. Keep eye on how non-classroom staff impact student achievement.	05/30/12	A. Johnson	TenSquare	Alexandra Pardo
	Identify target enrollment for each grade level based on current enrollment and promotion projections. PMF	03/30/12	Dexter/N. Johnson	TenSquare	
	Add three (3) new Board members	03/30/12	Owens	Charter Board Partners	
	Execute communications strategy to update school community regularly on progress with school restructuring	03/30/12	N. Johnson/Reed	Charter Board Partners	TenSquare
	Audit discipline policies	03/30/12	Cunyer	Candice Bobo	
	Audit positive rewards/incentives system	03/30/12	Cunyer	Candice Bobo	
APRIL	Audit classroom management techniques based on classroom observations	04/01/12	A. Johnson	Aimee Evans, Candice Bobo, Rebecca Penny	
	Audit community service hours for seniors - 100 per graduate. PMF	04/15/12	Duffy	Alexandra Pardo	
	Audit current curriculum to ensure a rigorous, comprehensive curriculum that aligns Common Core and District of Columbia Learning Standards	04/15/12	A. Johnson	Rebecca Penny	
	Conduct 1st round leadership interviews	04/15/12	Owens	TenSquare	
	Identify new board chair and three new members of the board by April 30 PCSB Condition	04/30/12	Owens	Charter Board Partners	TenSquare
	Convene board mission review committee	04/30/12	Owens	Charter Board Partners	
	Deprioritize summer school program to address credit recovery PCSB Condition	04/30/12	Duffy/Dexter	Alexandra Pardo	

MONTH	ACTIONS/MILESTONES	DEADLINE	IDRA STAFF	CONSULTANT	CONSULTANT 2
MAY	Create a DRAFT master schedule, with a plan to assess and diagnose all new students regarding reading and math proficiencies PCSB Condition	04/30/12	Duffy/Dexter/Moore	Alexandra Pardo	
	Create an updated DRAFT course offerings manual, delineating all existing materials and prerequisites. Description and sequence PCSB Condition	04/30/12	Duffy/Dexter	Alexandra Pardo	
	Every student gets accepted to at least one community college or 4-yr institution PME	05/01/12	Duffy/Hrysone	TenSquare	
	Complete comprehensive review of school's current systems and processes PCSB Condition	05/01/12	N Johnson	TenSquare	Aimee Evan, Candice Bobo, Rebecca Penny, Alexandra Pardo
	Submit to PCSB teacher evaluation system, and performance of teachers that school will receive by May 1. PCSB Condition	05/01/12	A. Johnson	TenSquare	Aimee Evan, Candice Bobo, Rebecca Penny
	Identify & audit graduation criteria for 2012-13	05/01/12	Duffy/Dexter	Alexandra Pardo	
	Recruit two (2) additional new Board members	05/01/12	Owens	Charter Board Partners	
	Participate in training by Amy Masters, Assistant Superintendent for Special Education at CNSB and team	05/03/12	S. Graves/A Johnson	TenSquare	
	Teachers participate in PARCC Workshop Series for math, hosted by FOCUS & Charter School Start Up	05/03/12	A. Johnson	TenSquare	
	Conduct 2nd round leadership interviews	05/11/12	Owens	TenSquare	
	Determine whether to close middle school	05/15/12	N. Johnson	TenSquare	Alexandra Pardo
	SUBMIT REPORT TO PCSB, including report on comprehensive review of current systems and processes, and address summer school program (include other topics as specified in Conditions)	05/15/12	D. Owens	TenSquare	Aimee Evan, Candice Bobo, Rebecca Penny, Alexandra Pardo, CBP
	Audit transcripts of all current 9th grade students PME	05/15/12	Duffy/Dexter	Alexandra Pardo	
	Analyze and review promotion criteria and suggest changes, as needed PME	05/15/12	Dexter/ A. Johnson	Alexandra Pardo	
	Analyze and review summer school policies and options for 9th grade students PME	05/15/12	Dexter/ A. Johnson	Alexandra Pardo	
	Add two (2) additional new Board members PCSB Condition	05/15/12	D. Owens	Charter Board Partners	
	Recruit and screen teachers	05/15/12	A. Johnson	TenSquare	Aimee Evan
	Leadership candidate lists identified and references checked	05/16/12	D. Owens	TenSquare	
	Administer second parent survey to inform decisions	05/31/12	J. Butler	Candice Bobo	
	Establish goals for the board	05/31/12	Owens	Charter Board Partners	

MONTH	ACTIONS/MILESTONES	DEADLINE	IDEA STAFF	CONSULTANT	CONSULTANT 2
JUNE	Review & revise board by laws	05/21/12	Owens	Charter Board Partners	
	Review all student files to determine if necessary withdrawal paper work exists for Adjusted Cohort Graduation Rate (ACGR) as per OSSE guidance PMF	05/31/12	Briscoe/Neilson	TenSquare	
	Assess enrollment targets after January date and adjust enrollment strategy as necessary PMF	05/31/12	Dexter	TenSquare	
	Leadership written contract complete (PD, Pinc. COO) - PCSB Condition	05/31/12	D.Owens	TenSquare	
	SUBMIT REPORT TO PCSB	06/15/12	D.Owens	TenSquare	Aimee Evans, Candice Bobo, Rebecca Penny, Alexandra Pardo, COF
	Board committees, meeting schedule, goals, membership created	06/30/12	D. Owens	Charter Board Partners	
	Create a two-week professional development plan to prepare teachers for SY2012-2013 that will address the school's chosen curricula, instructional strategies, and assessments. The plan must identify the who, what, and how each component of the PD will be delivered. PCSB Condition	06/30/12	Dexter, A. Johnson	Alexandra Pardo	TenSquare
	Create a flexible SY2012-2013 Professional Development schedule, based on intermittent PD needs assessments conducted during the school year. PCSB Condition	06/30/12	Dexter/A. Johnson	TenSquare	
	Revise and update all policies identified consistent with the school's mission and philosophy, including promotion, graduation, attendance, and discipline. Develop strategies, goals, and measurable targets designed to reduce the number of suspensions and expulsions during the school year. PCSB Condition, PMF	06/30/12	N. Johnson, Assist: Dexter, Duffy, C. Travers, Conyer	Alexandra Pardo	Candice Bobo on suspensions and expulsions
	Create an assessment schedule for 12-13. PCSB Condition	06/30/12	Duffy/A. Johnson, Dexter	Aimee Evans	
	Create 2012-13 Goals for the school. PCSB Condition	06/30/12	Redd/Dexter, A. Johnson	Alexandra Pardo	
	Select a student advisory board to work with the restructuring team to develop a program that will create a culture that is welcoming for new and returning students. PCSB Condition	06/30/12	Redd/A. Johnson, Butler	Candice Bobo	
	Identify key teaching and academic support positions (must include special education and data manager), including writing job descriptions and filling vacancies. PCSB Condition	06/30/12	Redd/A. Johnson	TenSquare, New Leadership	Aimee Evans

MONTH	ACTIONS/MILESTONES	DEADLINE	IDEA STAFF	CONSULTANT	CONSULTANT 2
JULY	Develop and submit the finalized Building Readiness Checklist/schedule that will be used to open School (e.g. Supplies needed, books, curricula, maintenance, repairs, furniture, cleaning). PCSB Condition	06/30/12	Deacon C. Timbers	TenSquare	Alexandra Pardo
	Audit of special education files completed, and program and services	06/30/12	S. Gravens	D.C. Sped Co-operative	
	Leadership start date	07/01/12	D. Owens	TenSquare	
	Develop accountability/evaluation plan for new leadership that sets annual academic targets for students	07/01/12	D. Owens	TenSquare	
	Determine how the mission can be accomplished and/or whether or not the mission should be changed. A change would require a Charter Amendment by July 12, 2012 PCSB CONDITION	07/12/12	D. Owens	TenSquare	Charter Board Partners
	Hire teachers	07/15/12	Redd/A. Johnson	TenSquare, New Leadership	
	SUBMIT REPORT TO PCSB	07/15/12	D. Owens	TenSquare	Aimee Evan, Candice Boho, Rebecca Penny, Alexandra Pardo, CBP
	Curriculum revised in core courses, to include scope & sequence, unit plans and unit Assessments.	07/31/12	A. Johnson	Rebecca Penny (and master teachers)	
	Audit current curricular materials and resources and identify new ones to sign	07/31/12	Redd/A. Johnson	Aimee Evan, Candice Boho, Rebecca Penny	
	Audit benchmark and Scantron assessments and revise (or make recommendations to new leadership) as required	07/31/12	A. Johnson, R. Leonard	Aimee Evan, New Leadership	
	Revise student handbook	07/31/12	Coryer	TenSquare, New Leadership	
	Revise staff handbook	07/31/12	Deissaint	TenSquare, New Leadership	
	All key staffing positions filled PCSB Condition	07/31/12	Deissaint, Redd, A. Johnson	TenSquare, New Leadership	
	Create governance committees, including academic and finance and review DC CAS results as a Board and create an academic action plan based on the results. PCSB Condition	07/31/12	D. Owens	Charter Board Partners, New Leadership	
	Create Board approved policies for operation: i.e., inclement weather, grading, school closing, internet usage, etc PCSB Condition	07/31/12	Redd/A. Johnson	Charter Board Partners, New Leadership	

MONTH	ACTIONS/MILESTONES	DEADLINE	IDEA STAFF	CONSULTANT	CONSULTANT 2
August	Procure appropriate resources for core academic subjects PCSB Condition	07/31/12	Redd/A. Johnson	TenSquare, New Leadership	
	Identify and procure appropriate interim and summative assessments for core content areas PCSB Condition	07/31/12	Redd/A. Johnson	Aimee Even, New Leadership	
	Complete a PCSB approved budget for the coming academic year based on conservative enrollment projections PCSB Condition	07/31/12	D Owens	TenSquare, New Leadership	
	Create a FINAL master schedule, with a plan to assess and diagnose all new students regarding reading and math proficiencies PCSB Condition	07/31/12	Duffy/A. Johnson	Alexandra Pardo, New Leadership	
	Create an updated FINAL course offerings manual, delineating all existing materials and prerequisites, description, and sequence PCSB Condition	07/31/12	Duffy/Briscoe	Alexandra Pardo, New Leadership	
	Obtain any last necessary withdrawal/transfer documentation for all non-active students for ACTIR PAID	08/15/12	CL Travers/Briscoe	TenSquare, New Leadership	
	SUBMIT REPORT TO PCSB	08/15/12	D Owens	TenSquare	Aimee Even, Candice Babo, Rebecca Peany, Alexandra Pardo, CBP
	Transition completed from Restructuring Team to new leadership - ongoing consulting arranged, as desired and as budget permits	08/31/12	D Owens	TenSquare, New Leadership	
September	SUBMIT REPORT TO PCSB Submit all updates to 9/13 report: include all School Opening Documents and all summer school data	09/15/12	D Owens	New Leadership	

long-term (3 years? 4 years?)

- o Increase number of tier 1 charter seats by x
- o Reduce number of tier 3 charter seats by y
- o Dramatically improved charter SPED performance
- o Far easier accessibility for parents around data, ease of application, etc, possibly to include common deadline, common application, and common lottery clearinghouse
- o Pathway for migration to removing PCSB from OSSE data collection (note: dependent on OSSE)
- o Progress towards merging PMF with DCPS scorecard (note: dependent on DCPS)
- o PCSB as the recognized national leader in authorizing; frequently sought after as a model

- Short term (1 year)

- o Revise program monitoring and TA strategy for a post-PMF world
- o Develop coordinated response with DCPS on IFF study
- o Attract at least one high-performing CMO to apply in 2013
- o Significantly improve support services around such issues as facilities and other city services
- o Revise compliance processes to be more risk-based
- o Be a significant player in major education policy issues
- o Improve accessibility of pcsb data by staff, schools, and parents
- o Develop not standard PMF
- o Special ed alternate classroom and other significant steps to respond to Bazelon
- o Revise charter to permit closure of individual campus
- o Successfully steer ESEA waiver process to one that is acceptable to charters

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- o Revise charter to permit closure of individual campus
- o Successfully steer ESFA waiver process to one that is acceptable to charters

Reflections on Integrated Design and Electronic Academy

Dr. Jackie L. Boddie

IDEA is a school populated by struggling learners whose academic and social developmental needs have been neglected for at least ten years. The history of low performance, poor attendance and high suspensions evinces the persistent lack of instructional leadership required to create an effective school for this learner population. This kind of persistent low school performance almost always involves deficiencies in students' ability to read and to write. To have chosen a focus other than literacy improvement over time at **IDEA** is further testament to low expectations and questionable, ineffective leadership practices.

The leadership focus has been on attempts to punitively **control** the population, in order to maintain order for teaching. This misguided, misdiagnosed effort has caused further problems and a dysfunctional rebellious, hostile school culture:

- **Minimal** learning
- High suspension rates
- Lack of student engagement during the learning process due to ineffective teaching, resulting in:
 - Persistent truancy
 - Persistent tardiness to school and to class
 - Problematic class skipping
 - Hall loitering
 - Disrespect
 - Problems with the special needs population
 - **Declining** enrollment: 08 - 09: 473 students enrolled*
09 - 10: 440 students enrolled*
10 - 11: 356 students enrolled*
11- 12: 362 enrolled: beginning of SY
321 enrolled: as of February 1

*(end of year count)

The following suspension data corroborate failed decision-making that resulted in low student achievement and high rates of nonattendance and truant behaviors, i.e., decisions to suspend large numbers of students for non-violent infractions-

2008-2009: 275 students with one or more out-of-school suspensions

2009 -2010: 352 students with one or more out-of-school suspensions

2010-2011: 206 students with one or more out-of-school suspensions

2011-2012 119 total out of school suspensions this year

There has been no indication that the faculty has been taught to engage in best practices to discipline and change student behavior, in order to keep students in the learning environment and develop their academic self-esteem and decision-making skills. **

There is further evidence that special needs students have been suspended without following IDEA federal regulations and have been reported as "truants" once suspended by the school. No determination conferences have been documented in these cases.

** See graph

Additionally, ineffective scheduling that addresses the needs of the population using variable time in the school day and the school year is a non-negotiable for the restructuring effort. At no time have there been significant, prescriptive, effective instructional or behavioral intervention programs for this population. The proper selection of faculty and tiered professional development will be the determining factors in the success or failure of any program to address this concern.

New teachers will have to be extremely well-trained and ready to work in a culture that has imploded from low expectations, truancy and minimal attention to student academic and social developmental needs. Good teachers "on paper" must be able to be "effective teachers" in settings with good management and student motivation skills. Professional development will be critical.

The credentials of top tier leadership during the school's fourteen year history have been in areas of expertise outside the field of education. A highly skilled leader with experience in working with struggling urban populations is a "must have" for the vision required to develop and implement a program that meets these learner needs. Sadly during the last five years, when advised on numerous occasions by education experts, to change top tier leadership, all recommendations were disregarded.

All of these factors present a significant turn-around challenge. New leadership must have the skills to address all of the previous misdiagnoses. The turn-around will require leadership steeped in the knowledge of the effective schools process developed by the nation's most outstanding educators; and the process will require three to five years of intensive commitment and effort to succeed. This will be no easy task; and it is important to keep in mind that setting new objectives and priorities is not a guarantee of success.

February 2, 2012

IDEA-PCS's SUBMISSION TO PCSB

I. INTRODUCTION

- IDEA-PCS recognizes that it has had many years of poor academic performance and that the PCSB is proposing charter revocation because of this poor performance;
- IDEA-PCS understands that the PCSB has serious concerns with IDEA-PCS's academic program and governance. These concerns include the following:

PCSB's Academic Concerns:

- Lack of a curriculum review process that ensures that all critical standards are addressed so as to prepare students for success on the DCCAS;
- Lack of a comprehensive written curriculum that identifies the essential knowledge and skills that all students are expected to achieve and that aligns DC standards with the school's mission;
- Failing to address academic targets on the DCCAS or to show appreciable improvement in IDEA-PCS's academic performance;
- Need to restructure and improve instructional programs;
- Need to strengthen professional development;
- Inadequate staff and material resources necessary to support lesson design and delivery;
- Need to systematically evaluate IDEA-PCS's programs to determine if they are effective in improving student performance in math and reading;
- Need to develop a system that addresses the tutorial needs of students who need support in math and reading; and
- Need to assess whether IDEA-PCS should implement Saturday/supplementary reading classes and a summer school program to help students strengthen academic performance;

PCSB's Governance Concerns:

- Devoting Board attention to initiatives that aren't directly related to academic achievement to the detriment of overseeing the implementation of effective instructional programs, particularly in the areas of math and reading;
 - Failing to adequately address IDEA-PCS's academic targets on the DCCAS or to meet Safe Harbor;
 - Failing to make appreciable improvement in academic performance; and
 - Establishing an adult education program in conflict with IDEA-PCS's charter;
- IDEA-PCS's Board is developing an academic and governance restructuring plan that addresses the PCSB's concerns;

- IDEA-PCS's Board is fully prepared to implement dramatic and fundamental reforms in order to significantly improve student academic performance and governance;
- IDEA-PCS's Board has appointed a Restructuring Team comprised of experts in education reform and charter schools to help it develop a comprehensive and sustainable Restructuring Plan that will improve academic performance and governance;
- The Board will appoint, based on the recommendations of the Restructuring Team, new leadership for IDEA-PCS – the Implementation Team. The Implementation Team will assume responsibility for implementing the Restructuring Plan. While there will be some key immediate steps made in response to the PCSB's concerns, many of the strategies to address these concerns in full will take place when new leadership is in place. The Implementation Team will consist of the Executive Director, Principal and COO starting July 1, 2012. An action plan for the Restructuring Team that includes priorities, responsible parties and deadlines is at Appendix A;
- The Restructuring Team will consist of the following members:

TenSquare: TenSquare will coordinate the Restructuring Team, with responsibility for ensuring that every PCSB concern is addressed with either short-term or long-term strategies. TenSquare will lead the effort to recruit new leadership to the school for the next school year (including a new Executive Director, Principal and COO). TenSquare will lead the review of IDEA-PCS's financial resources to recommend a re-allocation to best meet academic priorities. TenSquare will also serve as the liaison to the PCSB on behalf of the IDEA-PCS Board;

Charter Board Partners: Charter Board Partners will lead the effort to restructure and train the Board and recruit new members including identifying a new Board Chair to begin June 1, 2012;

Current IDEA-PCS Board Members: Two members of the current Board – David Owens and Morris Redd – will oversee the Restructuring Team and hold its members accountable for the Restructuring Plan;

We have included resumes of our Restructuring Team members in our written submission at Appendix R;

- The Restructuring Team will be empowered to make whatever recommendations it concludes are reasonable and necessary to address academic performance and governance issues. All recommendations made by the Restructuring Team will be provided to the PCSB;
- We are fully committed to evaluating every aspect of our school in order to improve academic achievement. Everything is on the table, from our core mission to day-to-day operations. We understand that unless we do so, we may perpetuate some of the structural problems that have led to the current situation. We are confident we will succeed in improving academic performance, but recognize that in order to do so, we must conduct a top-to-bottom review of every component of our school;

- Our top-to-bottom review will be guided, in part, by the same issues that any charter school applicant must address when it prepares a charter school application. These include the following:
 - an educational plan that addresses our mission, educational focus and performance goals;
 - a curriculum that addresses student learning standards, resources and instructional materials, methods of instruction, student progress and achievement, students with exceptional needs and strategies for providing academic support;
 - appropriate standards to measure student performance, including grade promotion, attendance and re-enrollment, good professional development opportunities for teachers, administrators and staff and a plan for making sure that our school day and school year are tailored to enhance academic achievement;
 - a Board of Trustees that has the expertise necessary to oversee our Restructuring Plan and to achieve long term, sustainable academic improvement, and an administrative structure that is consistent with the Board's oversight responsibilities;
 - a human resources plan that identifies new leaders with the expertise to improve academic achievement together with a sound staffing plan;
 - procedures to ensure compliance with D.C. and federal legal requirements;
 - an outreach and communications plan for parents, teachers and other community members so they understand and support the dramatic reforms we will be making; and
 - a realistic implementation timetable,
- The Restructuring Team will address all of these issues and make its recommendations to our Board;
- IDEA PCS's Board will review the recommendations made by the Restructuring Team and make whatever decisions are necessary to address the need for academic improvement and governance reform;

II. STEPS ALREADY TAKEN TO RESTRUCTURE

- The board chair, executive director, principal and deputy director will be stepping down from their positions at the end of this academic year;
- The Restructuring Team has already begun to identify potential replacements for the school leadership who will assume their new positions on July 1, 2012 and possibly

sooner. This part of the Restructuring Team's effort will be led by TenSquare, whose employees have deep experience and networks for hiring charter school leaders;

- The IDEA PCS Board has terminated the adult education program;
- We have completed a comprehensive written curriculum that will be reviewed by the Restructuring Team to assess if it addresses the school's academic needs and the PCSB's concerns. The curriculum will be assessed again by the new school leadership;
- We have retained Charter Board Partners to audit the Board's expertise, make recommendations on any expertise needed, assist the Board in identifying individuals with the experience and skill set necessary to ensure that the Board has the expertise necessary to implement the restructuring plan and govern the school, and help train Board members;
- DC Special Education Cooperative and End To End Solutions for Special Education have been contacted to help us improve programs that will assist our special needs students.

III. ACADEMIC RESTRUCTURING

- Our Restructuring Team will develop an academic Restructuring Plan to improve academic performance, including, in particular, reading and math;
- The plan will include immediate strategies, as well as longer term recommendations to be overseen by the new school leadership as of July 1, 2012;
- In order to address the PCSB's concerns, the Restructuring Plan will necessarily include the following elements: (i) mission review; (ii) curriculum standards and instruction (course sequencing, master schedule analysis, transcripts review, curriculum identification and implementation and remediation); (iii) instruction; (iv) assessment (data analysis and bench mark assessment); (v) human capital analysis; (vi) school culture and climate; and (vii) governance and management;
- The Restructuring Team will oversee an audit of all student policies and the faculty handbook so that they meet PCSB and District of Columbia requirements, special education instruction, teacher personnel files and staffing needs;
- An immediate priority of the Restructuring Team will be to address teacher retention and hiring. TenSquare will make recommendations to the Board on teacher retention and new teacher hiring. In the evaluation of current teachers, TenSquare will use, but not be limited to, the teacher evaluation templates that are already in place. TenSquare's recommendations will be provided to the PCSB. While the Board will have ultimate authority to approve TenSquare's recommendations during this transition to new leadership period, we will be looking to TenSquare to play the key role. This role will include making sure that our teachers have the professional development opportunities to ensure they have the skills to help us improve academic achievement;

IV. GOVERNANCE RESTRUCTURING

- IDEA-PCS Board recognizes that it must address the PCSB's concerns that the Board and administration have adequate resources to further the academic and organizational success of the school, that the Board ensures that the school has strong leadership, that it sets academic, financial and other key annual targets and provides effective oversight of these targets;
- The Board has engaged Charter Board Partners to help make sure that the Board has the necessary expertise and training to oversee the implementation of the Restructuring Plan, and more, generally, to govern the school;
- The Restructuring Team, in collaboration with the Board and new leadership, when hired, will reassess IDEA-PCS's mission to determine if it should be redefined in order to improve academic performance. This will include an exploration of whether the school should refocus its mission on the military and Junior Reserve Officers' Training Corp (JROTC) components and partner with other entities that will help fulfill that mission such as the Department of Defense Education department;
- In response to the PCSB's concern that our Board is not sufficiently focused on academic-related matters, we have begun to systematically evaluate Board minutes so that we can better focus Board agendas and its time and attention on academic performance;
- The Board will develop, with the help of Charter Board Partners and other members of our Restructuring Team, a Board accountability system to ensure there is Board strong oversight of the academic Restructuring Plan;
- With guidance from Charter Board Partners and other members of the Restructuring Team, the Board will also review its by-laws and committee structure to ensure they are consistent with and support the Restructuring Plan;
- The Board will develop, based on best practices, a monitoring system to obtain sufficient and reliable data to monitor student academic performance;
- The Board is implementing a parent and community communication program to explain to stakeholders the Restructuring Plan that is being implemented and enlist their support to implement necessary reforms;

V. FINANCIAL RESTRUCTURING

- IDEA-PCS's financial position is strong. However, in order to strengthen academic programming, our Restructuring Team will audit the allocation of our financial resources and recommend a reallocation to best support academic performance;
- The Board will review those recommendations and take all necessary action to make sure that our financial resources are aligned with the components of our Restructuring Plan;

VI. IMPLEMENTATION AND TIMELINE

- The primary work of the Restructuring Team will end on July 1, 2012 to allow the new leadership to assume responsibility for the Restructuring Plan;
- The Implementation Team will be responsible for building on the work of the Restructuring Team to improve academic achievement;
- IDEA-PCS's Board is committed to ensuring that the Implementation Team has the authority to make the many difficult decisions that will be necessary in order to improve academic performance;
- The specifics of our action plan for the Restructuring Team are in Appendix A;

VII. OUR SCHOOL, OUR MISSION, OUR ACHIEVEMENTS

- IDEA-PCS was inspired by a unique mission that continues to guide the school and inspire those who are part of the IDEA-PCS community. Our mission will be lost if our charter is revoked. IDEA-PCS and its unique mission are worth preserving by continuing its charter;
- The "idea" that inspired IDEA-PCS is to take at-risk kids in poor neighborhoods, often kids other schools do not want to take and who are already several years behind grade level, expose them to the values and structure of a military environment and provide them with a three-pronged education that integrates academics, technology training and the military;
- IDEA-PCS offers a full college-preparatory program that includes advanced placement courses in world history, U.S. history, English language and composition, chemistry and calculus. For the class of 2011, 52% are attending college, 11% are attending Career and Technical Education related schools, 7% have enlisted in the military and 30% are working;
- At the same time, IDEA-PCS offers career and technical education courses in computer science, computer-aided drafting and electrical house wiring. All students are required to complete a three-year technical training program during the 9th through the 11th grades. One-third of our students get a Career and Technical Education Certificate, which requires that they take at least 3 technical courses. Our students have built 5 computer labs in D.C. and, over the past two summers, have worked on a solar car project;
- Underpinning academics and technical training is the military component, which requires that all students enroll in JROTC. Led by retired military officers, this program is designed to instill structure and discipline in our students' lives to help educate them as citizens, promote leadership skills, improve physical fitness, and encourage them to avoid drugs. It also prepares those students who want to enlist in the military. IDEA-PCS's JROTC program scores consistently higher in academics than its city-wide competitors. Typically, at least 20% of our students pass the Armed Services Vocational Aptitude Battery (ASVAB) – a math and reading test that is a prerequisite for joining the military.

On average, 10% of our students enlist in the military after graduation from IDEA-PCS. One of our graduates recently graduated from the Air Force Academy;

- IDEA PCS pursues its unique mission both inside its walls and through active community engagement. It has formed partnerships with businesses in the Washington region to support its apprentice program. It has a summer internship program that provides students with paid internships with a diverse group of employers from the US Holocaust Memorial Museum to TRULAND Electrical contractors. Approximately 30 students in their junior year participate in paid summer internship and at least one-third of our seniors complete their internships;
- From its beginnings in 1993 as an early career academy program in a public high school until today, IDEA-PCS has been led by a determined group of people who have demonstrated a deep commitment to its program. Their work includes purchasing and completely renovating an abandoned, rat-infested public school building in the Deanwood neighborhood of north east Washington, equipping the school with a library, science labs, an art studio and kitchen, special education classrooms, rebuilding the school after it was twice engulfed by fire, and building a soon to be completed state-of-the-art gym and health and wellness center;
- IDEA-PCS has transformed the lives of children who, by any statistical measure, were unlikely to graduate from high school and lead productive lives. On average, over 90% of IDEA-PCS's students graduate every year. The PCSB will hear testimony about some of the achievements of our students during the hearing on February 2nd;
- We ask the PCSB to consider that testimony as part of its evaluation of whether our school should be allowed to continue;

VIII. PROCEDURAL CONCERNS WITH REVOCATION PROCESS

- A. The PCSB has established and must follow its stated policies and procedures regarding school revocation to ensure a fair and impartial process that treats all charter schools equally.
- Fundamental principles of fairness require the PCSB to follow its own stated policies, procedures, and guidelines in its charter review of IDEA-PCS;
 - Courts have long held that "[i]t is a basic tenet of administrative law that an administrative agency is bound to follow its own rules and regulations." *Macaulley v. District of Columbia Taxicab Commission*, 623 A.2d 1207, 1209 (D.C. 1993) (vacating and remanding a decision of the Taxicab Commission for failing to follow its own regulations). As the Supreme Court has noted "where the rights of individuals are affected, it is incumbent upon agencies to follow their own procedures. This is so even where the internal procedures are possibly more rigorous than otherwise would be required." *Morton v. Ruiz*, 415 U.S. 199, 235 (1974). See also *Wilkinson v. Legal Svcs. Corp.*, 27 F. Supp. 2d 32, 54 (D.D.C. 1998)(citing *Ruiz*).
 - District of Columbia courts have applied this principle to local District agencies

as well as to federal agencies. *See, e.g., Macaulay*, 623 A.2d 1207; *Seman v. District of Columbia Rental Housing Commission*, 552 A.2d 863 (D.C. 1988);

- As courts in the District of Columbia have held, “judicially manageable standards may be found in formal and informal policy statements and regulations as well as in statutes.” *Padula v. Webster*, 822 F.2d 97, 100 (D.C. Cir. 1987); *see also Fausto v. Geatz*, 1997 U.S. Dist. LEXIS 23680 (D.D.C. 1997) (reinstating an employee after finding, among other things, that the agency did not follow the procedures outlined in its personnel manual);
- “In determining whether agency statements create such a standard, the Court inquires whether the statements create binding norms by imposing rights or obligations on the respective parties.” *Steenhardt v. FAA*, 314 F.2d 633, 638 (D.C. Cir. 2003); *see also Mass. Fair Share v. Law Enforcement Assistance Admin.*, 758 F.2d 708, 711 (D.C. Cir. 1985) (holding that agencies must follow procedures “by which the interests of others are to be regulated”);
- IDEA-PCS has a property interest in its charter. *See Richard Milburn Public Charter Alternative High School v. Cafritz*, 798 A.2d 531, 542 (D.C. App. 2002). The PCSB’s procedures regarding giving notice to a school prior to sanction protect IDEA-PCS’s property rights in its charter and hence are binding on the PCSB. IDEA-PCS suffered prejudice by the PCSB’s failure to adhere to these procedures;
- It is also clear that PCSB intended for its stated procedures regarding preliminary charter review and escalating remedies to be binding and create an obligation for the PCSB, because its publications state in mandatory language that the PCSB “conducts” such reviews or “uses” such remedies; they do not rely on precatory language that the PCSB “may” or “should” employ these procedures or give the PCSB discretion to use a different process. *See, e.g., Doe v. Hampton*, 566 F.2d 265, 281 (D.C. Cir. 1977), *Vietnam Veterans of America v. Secretary of Navy*, 843 F.2d 528, 536 (“Basically, the line is drawn in terms of the extent to which the statement fails to ‘leave[] the agency and its decisionmakers free to exercise discretion,’ thereby having a binding effect or imposing rights or obligations.”) (citations omitted); *see also Am. Bus. Ass’n v. United States*, 627 F.2d 525, 532 (D.C. Cir. 1980) (finding the use of the word “will” indicates a statement is a binding norm);
- In addition, PCSB has itself treated these procedures as mandatory, as it has applied them consistently to other schools, with its treatment of IDEA-PCS as a notable exception to its general practice. Indeed, the PCSB has emphasized that “it [is] critical that the PCSB be transparent and consistent with policies and procedures that govern its authorizing practices and its interaction with each charter school.” Comments attributed to Mr. Darren Woodruff, PCSB Board Meeting Minutes (September 20, 2010);

- The PCSB has stated that it strives to make its policies "thoughtful and transparent" and identify "criteria for charter renewal, probation, and revocation as clearly as possible. We want charter school leaders to know exactly what PCSB requires and considers in determining whether a charter school has earned the right to stay open or whether it must close its doors." PCSB Fiscal Policy Handbook at 1 (Fourth Edition, January 2011);
- Indeed, the Board has consistently adopted policies that are designed to give schools fair notice of any perceived violations or concerns and adequate time to cure, generally utilizing a series of increasingly stringent sanctions;
- PCSB's publications consistently assert that it conducts a high-stakes charter review every five years *and* a preliminary charter review the previous year to provide advance warning and guidance to any school that is possibly in jeopardy:

"The PCSB conducts a review of each school's progress in the year before the high-stakes charter review, to determine if a school is in danger of charter revocation. If a school could possibly face charter revocation, the PCSB places the school in Charter Warning status, and provides specific guidance to avoid revocation." 2010 D.C. Public Charter School Board Annual Report at 10; *see also, e.g.*, D.C. Public Charter School Board Annual Report 2011 at 13, D.C. Public Charter School Board Annual Report 2009 at 11, D.C. Public Charter School Board Annual Report 2008 at 1, 9;

- The minutes of the March 17, 2008 PCSB Board meeting clarified "the concept of a school being placed on charter warning status as an effort for the school to deal with the academic and financial issues, and progress." Board Meeting Minutes (March 17, 2008) For schools placed under Charter Warning it is "PCSB policy [that] a Memorandum of Understanding will be drafted to be executed between the school and the board identifying specific steps needed to improve the school's performance." Board Meeting Minutes (March 17, 2008);
- During the five-year high stakes review, the PCSB has the option of granting conditional charter continuances that allow the PCSB and the school to "negotiat[e] the criteria to address the conditions and revamp its framework to meet the academic performance standards." *See, e.g.*, D.C. PCSB Board Meeting Minutes (January 26, 2009),
- In situations other than the fourth-year preliminary charter review or the five-year high-stakes review, the PCSB's policy is to use "an escalating table of remedies when schools fall short in reporting requirements, or during school reviews." D.C. Public Charter School Board Annual Report 2007 at 5. The first level of remedy is a notice of concern, which is then followed with a notice of deficiency, a notice of probation, and a notice of revocation. *See id.*;
- The PCSB has stated that the Performance Management Framework Guidelines were developed "to outline the process by which it will evaluate the performance of charter schools, including how the PCSB will ensure that each school complies with its charter agreement and applicable law." D.C. PCSB Performance Management Framework: Guidelines and Technical Guide at 4 (November 2011)(emphasis added);

- The PCSB has spent the last few years developing these guidelines, but the PMF was finally not adopted until the fall of 2011. See D.C. PCSB Press Release, "Public Charter School Board Delays Implementation of Charter School Evaluation," (October 19, 2010), D.C. PCSB Board Meeting Minutes (September 19, 2011);
- The PCSB has stated that the goal of the PMF is to "provide a *fair, complete* picture of a school's overall performance using common indicators. This framework will allow PCSB to evaluate schools in a *systematic and fair manner*." D.C. PCSB Frequently Asked Questions: Performance Management Framework (November 1, 2011) (emphasis added);
- The PCSB has stated that it will use the PMF in a school's five-year high-stakes review "*based on each school's academic results and non-academic results, the PCSB will render decisions regarding charter continuance, continuance with conditions, or proposed revocation.*" D.C. PCSB Frequently Asked Questions: Performance Management Framework (November 1, 2011) (emphasis added);
- According to PCSB procedures, Tier 3 schools "receiving less than 20% of the total possible points could become candidates for revocation." D.C. PCSB Frequently Asked Questions: Performance Management Framework (November 1, 2011). The PCSB has further explained that a school can be placed on Charter Warning or be a candidate for charter revocation due to academics if:
 - The school scores 20% or below in the most recent year
 - The school is in Tier 3 and shows a > -5 percentage point decrease in report card score from one year to the next
 - The school performs in Tier 3 for three consecutive years

D.C. PCSB Performance Management Framework: Guidelines and Technical Guide at 4 (November 2011)(emphasis added);

- It is fundamentally unfair for the PCSB promulgate the PMF as a consistent and transparent mechanism for determining whether schools are meeting academic expectations but to evaluate IDEA-PCS and seek revocation based on a completely different set of standards. It is not "systematic and fair" for the PCSB to apply a double standard whereby it fails to initiate revocation proceedings against schools identified as poor academic performers by PMF standards but seeks revocation of IDEA-PCS's charter for academic reasons even though the school is not deemed a poor academic performer by PMF standards. See D.C. PCSB Performance Management Framework: Guidelines and Technical Guide at 14 (November 2011). Indeed, several schools received scores lower than 20% and even more schools were not technically poor academic performers but performed worse than IDEA-PCS. See D.C. PCSB 2011 Charter School Performance Reports (December 2011);

- B. The PCSB has consistently given other charter schools fair warning of any potential deficiencies, worked with them to develop action plans to correct such deficiencies, and afforded them the opportunity to cure.
- Since the PCSB assumed oversight of IDEA-PCS in 2007, *every* other charter school undergoing a five-year high stakes review has received a preliminary charter review the previous year to identify any potential concerns that might emerge during the fifth year review, to be placed in Charter Warning status where applicable, and to enter into a memorandum of understanding with the PCSB that specifies exactly what corrective actions the school needed to take to avoid possible revocation during the five year high stakes review. Appendix C provides in Section I a detailed summary of all charter schools that received a four-year preliminary charter review. Appendix C provides in Section II a summary of all charter schools that faced potential adverse PCSB action, the notice that was provided by the PCSB of its concerns, and the opportunities given by the PCSB to address its concerns:
 - The majority of schools that have been placed in Charter Warning status during the preliminary charter review or received Notices of Conditional Continuance during the five-year high stakes review have successfully met the conditions established by the PCSB;
 - The PCSB has granted other schools multiple opportunities to cure deficiencies through its established processes to identify precisely what corrective action the schools need to take. Similarly, the PCSB has adhered to its policies regarding the escalation of sanctions and accordingly has issued Notices of Deficiency or Notices of Concern to schools prior to placing schools on Charter Warning status, issuing Notices of Probation, or initiating revocation proceedings. These schools received even more notice and even more of a grace period than a Charter Warning provides. For example:
 - Hospitality Public Charter School was issued a Notice of Probation in 2004, a Notice of Conditional Continuance in 2005, a Notice of Probation in 2007, a Charter Warning in 2009, and a Conditional Continuance in 2010. The school was ultimately able to satisfy the criteria set forth by the PCSB and was granted full continuance in 2011;
 - The PCSB issued a Notice of Deficiency to the Academy for Learning Through the Arts (ALTA) PCS in June 2008 because it “demonstrated inadequate levels of development and below satisfactory performance in Curriculum and Standards, Instruction, Assessment, School Climate, and Governance.” D.C. PCSB Board Meeting Minutes (June 16, 2008). The school later was placed into Charter Warning status in 2010 due to these issues and chose to voluntarily relinquish its charter;
 - The PCSB issued a Notice of Probation to Kamit Institute of Magnificent Achievers (KIMA) PCS in 2008 because it found the school to be out of compliance with the Individuals with Disabilities Education Improvement Act and was performing inadequately in the areas of curriculum and instruction, governance and management, school climate, and evaluation. The school was given a notice of probation for 90 days with a requirement that the school submit an action plan within 30 days to come into full compliance with the law for the provision of special education services. See D.C. PCSB Board Meeting Minutes

(April 21, 2008). The PCSB lifted the notice of probation in August 2008 after receiving the school's action plan. See D.C. PCSB Board Meeting Minutes (August 18, 2008). After the school failed to make the necessary changes even two years later, the PCSB began revocation proceedings, noting that the school "has not taken advantage of the grace period made available by the PCSB staff to correct underperformance." D.C. PCSB Board Meeting Minutes (June 21, 2010);

- Since the PCSB assumed oversight over IDEA-PCS, only *one* school has had its charter revoked by the PCSB without first having had a preliminary charter review, been placed on Charter Warning status, or received a Notice of Probation;
 - The PCSB revoked MEI's charter due to "comprehensive problem areas such as decreased enrollment, educational program, academic design and standards, graduation verification, and chronic attendance and truancy." D.C. PCSB Board Meeting Minutes (February 26, 2009). In addition, the PCSB noted numerous "material violations as set forth in its charter agreement, including violations related to the education of children with disabilities." *Id.* These violations ranged broadly from lack of materials to concerns about governance, education, and fiscal management:
 - 1) failure to operate with a valid Certificate of Occupancy,
 - 2) lack of sufficient books for students attending the school, and failure to develop and provide curriculum materials to all teachers,
 - 3) failure to operate in accordance with the mission statement provided in its application,
 - 4) failure to design and implement the educational program described in its application,
 - 5) failure to adopt content and performance standards for all subject areas at all grades and other performance levels,
 - 6) failure to comply with all federal requirements related to educating students with special needs,
 - 7) failure to maintain an inventory of all assets purchased with District of Columbia funds or federal funds,
 - 8) failure to submit to the Public Charter School Board the meeting minutes of their Board of Trustees and,
 - 9) failure to have a Board of Directors that is in compliance with the School Reform Act.

D.C. PCSB Board Meeting Minutes (April 20, 2009). The PCSB further noted that its "[e]xtreme concern of the organizations' [sic] ability to exist into perpetuity due to poor liquidity ratio." D.C. Public Charter School Board 2009 School Performance Reports at 217 (March 2010);

- IDEA-PCS is in a different position than MEI, because the only issue raised by the PCSB is its "failure to meet the academic goals and student academic

Annual reports prior to this time either do not specify which schools received preliminary charter reviews or contain information that is inconsistent with Board Meeting Minutes. In addition, Board Meeting Minutes and Board Decisions prior to 2007 are not published on the D.C. Public Charter School Board website at www.dcpubliccharter.com.

achievement expectations set forth in its charter." Letter from Brian W. Jones to Colonel Stull (December 21, 2011). There is no issue about it mismanaging funds, failing to comply with federal special education requirements, not being viable as a going concern, or any of the other litany of problems MEI was unable to overcome;

C. It would be procedurally unfair for the PCSB to revoke IDEA-PCS's charter.

- IDEA-PCS only became subject to the PCSB's jurisdiction during the 2007-2008 academic year. Prior to that time, DCPS did not raise any issue with respect to the school's academic performance;
- Prior to the December 5, 2011 meeting with PCSB, IDEA-PCS had not received *any* notice from the PCSB that its charter was at risk due to academic performance;
 - The PCSB has never issued any Notice of Concern, Notice of Deficiency, or Notice of Probation to IDEA-PCS with respect to its academic performance;
 - The PCSB conducted a five-year high-stakes year review of IDEA-PCS in the fall of 2011 but did not conduct a preliminary charter review of IDEA-PCS in the 2010-2011 academic year, violating its own policies and procedures;
 - The materials that the PCSB provided to IDEA-PCS regarding its five-year high stakes review in the fall of 2011, up to and including PCSB's December 19, 2011 Board Proposal regarding IDEA-PCS's charter, explicitly state that IDEA-PCS is a candidate for charter continuance, not charter revocation;
- The PCSB has acted unfairly to IDEA-PCS. The PCSB's application of its policies and procedures to IDEA-PCS is inconsistent with how it has applied them to other schools, as every other charter school undergoing a five-year high stakes review since the PCSB assumed oversight of IDEA-PCS in 2007 has received the benefit of a preliminary charter review. Similarly, aside from the comprehensive violations of MEI Futures – including a lack of liquidity as an ongoing concern – that necessitated immediate action by the PCSB, since 2007, the PCSB has given every school facing revocation outside of the five-year high stakes review process prior formal notice of deficiencies, established specific criteria that the school must meet, and granted the school a "grace period" to remedy any issues;
- The inconsistent application of policies and procedures has prejudiced IDEA-PCS and its property interest in its charter. The PCSB has deprived IDEA-PCS of the opportunity that is afforded to other schools to work with the PCSB to cure any deficiencies prior to the high-stakes review;
- During its five-year high-stakes review of IDEA-PCS in the fall of 2011, the PCSB found that the school complied with all academic standards and non-academic criteria and informed the school that it was not a candidate for revocation;
 - On October 25-26, 2011 a Program Development Review (PDR) team working for PCSB conducted an on-site review of IDEA-PCS using the new PMF framework;

- On November 4, 2011 the PCSB and IDEA-PCS had a conference call “[t]o seek and clarify all relevant documentation and information, in order to prepare an accurate 5th Year Charter Review report for the DC Public Charter School Board,” including discussion of the charter status of the adult education program and the status of IDEA-PCS’s expansion into grades 7-8 during the 2006-2007 school year. The notes that PCSB provided of this meeting do not reflect any conversation regarding or concern with the school’s academic achievement. See D.C. PCSB Teleconference Summary (November 4, 2011);
- On November 4, 2011 the PCSB sent IDEA-PCS the results of the PDR, which showed that the school received a higher percentage of “adequate” and “proficient” ratings than it had in the previous year and that there were only 6 of more than 40 total ratings that had a “limited” rating for the last two consecutive years. The letter seemed to anticipate that the school’s charter would not be revoked, as it recommends courses of action and strategies that might help the school “plan for next school year.” Letter from Jeremy Williams to Colonel Stull (November 4, 2011);
- On December 5, 2011, members of the IDEA-PCS Board of Trustees met with the PCSB Board, at the request of the PCSB, to discuss the PMF. During this meeting, PCSB staff discussed concerns with IDEA-PCS’s reading and math proficiency;
- Despite these concerns, the Charter Review Analysis that PCSB sent to IDEA-PCS several days later, on December 7, 2011, concluded that “[b]ased on its 2010-2011 PMF academic and non-academic performance, IDEA is not a candidate for charter revocation.” D.C. Public Charter School Board Charter Review Analysis: Integrated Design and Electronic Academy (IDEA) Public Charter School at 2;
- Similarly, both the Comprehensive Special Education Review Report and the finance portion of Charter Review Analysis supported charter continuance, concluding, respectively, that the special education program was adequate and in conformance with applicable laws, and that IDEA-PCS “is economically viable and of sound fiscal health.” See D.C. PCSB Comprehensive Special Education Review Report: IDEA-PCS at 2 (December 2, 2011), D.C. PCSB Charter Review Analysis at 5 (Finance Portion);
- The Board Action Proposal dated December 19, 2011, prepared by Dr. Jackie L. Roddie, Academic Performance Officer for the PCSB, again states that “the Integrated Design Electronics Academy (IDEA) Public Charter School is a candidate for charter continuance as it met the PMF academic standard and the non-academic criteria stated in §38-1802.13(a)(b) of the School Reform Act.” D.C. PCSB Board Action Proposal: Candidacy for Charter Continuance (December 19, 2011);
- Despite the results of IDEA-PCS’s PDR, and despite the repeated assertions by the PCSB that IDEA-PCS was not a candidate for revocation, the PCSB Board voted on December 19, 2011 to begin revocation proceedings based on its anticipatory judgment that “the Board does not have confidence that the school’s leadership is making any changes to improve the school’s performance. . . . That failure is a violation of a promise the school

made in its charter . . . and that is a violation of the School Reform Act". D.C. PCSB Press Release "DC Public Charter School Board Proposes Revocation of Two Schools" (December 21, 2011);

- It is unfair for the PCSB to publicly make this type of judgment prior to the hearing at which IDEA-PCS has the opportunity to make its case. This press release, and a similar December 29, 2011 letter that the PCSB sent to parents, undermine the integrity of the revocation process by all but stating that the PCSB has decided to revoke IDEA-PCS's charter without giving it the opportunity for a fair hearing. The purpose of the informal hearing is to provide IDEA-PCS with the opportunity to present information to assist the PCSB in its deliberations. Accordingly, the PCSB has a duty to ensure that the revocation process is fair and to give full consideration to our restructuring plan before making its decision;
- We believe that if the PCSB addresses our proposed revocation in a fair and impartial manner and is willing to listen to our plan, it can come to only one conclusion – to decide not to revoke our charter. And as a legal matter, and as a matter of fundamental fairness, the PCSB should give IDEA-PCS a reasonable opportunity to address academic and governance issues by implementing its Restructuring Plan;

IX. RELIEF REQUESTED

- IDEA-PCS asks that the PCSB grant a conditional continuance that permits the school to continue to operate until the PCSB considers its 15-year renewal application in 2013;
- The condition of IDEA-PCS's continuance should be the implementation of its Restructuring Plan;
- From now until the 15-year review, IDEA-PCS will report to the PCSB monthly on the actions it is taking to implement its Restructuring Plan;
- Between now and when our charter is up for renewal, let us implement our restructuring plan and make the structural changes we know will result in measurable improvements in academic performance;
- At renewal, evaluate us by the same standards you would evaluate any charter school whose charter is up for renewal. Apply the same rubrics and PMF performance metrics for renewal that you apply to other schools – mission and vision statement, academic performance, governance, finance and compliance, the strength of our Board of Trustees, and budget;
- We know that if we implement our Restructuring Plan, we will measure up to the PCSB's charter renewal standards and be able to continue our important role in educating students in our community.

Appendix A

Action Items and Timetable

Appendix B

Restructuring Team Resumes

Appendix C

I. CHARTER SCHOOLS RECEIVING PRELIMINARY CHARTER REVIEW BEFORE FIVE-YEAR REVIEW

- In the 2003-2004 academic year, the PCSB conducted its first five-year high stakes reviews of all schools chartered in 1997. Seven schools were granted conditional continuance, and one school voluntarily gave up charter rather than face revocation process. The seven schools placed in conditional continuance satisfied their conditions by March 2005. See Testimony of Thomas Nida, Chair, D.C. Public Charter School Board before the D.C. Council Committee on Education, Libraries, and Recreation (March 8, 2005).¹
- In the 2004-2005 academic year, the PCSB conducted five-year high stakes reviews of all schools chartered in 1998. Three of four schools reviewed at the January 2005 Board Meeting – Arts and Technology Academy, Marriott Hospitality, and Meridian – were granted conditional continuances of their charters, which included “specific conditions and appropriate timelines to fulfill them.” See D.C. Public Charter School Board Annual Report for Academic Year 2004-2005 at 7 (August 2005). The PCSB deferred a decision on Southeast Academy at that time and ultimately revoked its charter in June 2006. Sasha Bruce PCS underwent preliminary charter review and was placed on charter warning status. See D.C. Public Charter School Board School Performance Reports at 72 (December 2006).
- In the 2005-2006 school year, the PCSB conducted five-year high stakes reviews of four schools. Three of four schools – Capital City, Paul PCS and Tree of Life – were granted conditional continuances. The PCSB revoked the charter for New School for Enterprise and Development effective June 2006. See D.C. Public Charter School Board Annual Report 2006 at 15. The PCSB revoked the charter of Sasha Bruce PCS. See D.C. Public Charter School Board School Performance Reports at 72 (December 2006). Thurgood Marshall Academy and Howard Road Academy received preliminary charter review; both schools were placed on Charter Warning status. See D.C. Public Charter School Board School Performance Reports at 46-47, 76-77 (December 2006).
- The PCSB did not revoke any charter in the 2006-2007 school year. (February 29, 2008 Board Meeting). The three schools that underwent the five-year high stakes review – Howard Road Academy, KIPP DC: Key Academy, and Thurgood Marshall Academy – were all granted continuances of their charters. See D.C. Public Charter School Board Annual Report 2007 at 5. Tri-Community PCS was placed on Charter Warning status following its preliminary charter review. See D.C. Public Charter School Board School Performance Reports at 87 (December 2007).
- In the 2007-2008 academic year, Tri-Community PCS voluntarily relinquished its charter after PCSB began the revocation process following its five-year high stakes review. Nine schools received preliminary charter review and three were subsequently placed in

¹ The data for the 2003-2006 period may be incomplete. See footnote 1 in main PCSB submission.

Charter Warning status. The two schools that were placed in Charter Warning status, according to the annual report, were D.C. Preparatory Academy PCS and Maya Angelou PCS. See D.C. Public Charter School Board Annual Report 2008 at 9 (July 30, 2008). Although the annual report for this year does not reflect that Cesar Chavez was also placed on Charter Warning status, the Board Minutes from the March 17, 2008 meeting indicate that this action was also taken.

- In the 2008-2009 academic year, the PCSB conducted a preliminary charter review of seven schools – Arts and Technology PCS, D.C. Bilingual PCS, E.L. Haynes PCS, Hospitality High PCS, Meridian PCS, Two Rivers PCS, and William E. Doar, Jr. PCS for Performing Arts. As a result of this review, D.C. Bilingual and Hospitality were placed in Charter Warning status. PCSB also conducted five-year high stakes reviews of an additional nine schools – Cesar Chavez PCS for Public Policy, D.C. Preparatory Academy PCS, Eagle Academy PCS, Friendship PCS, Maya Angelou PCS, Carlos Rosario International PCS, Sail PCS, SEED School of Washington PCS, and Washington Math, Science and Technology PCS. Six schools received full charter continuances as a result of this review. Three schools – Cesar Chavez, Maya Angelou, and SAIL were granted conditional continuances. See D.C. Public Charter School Board Annual Report 2009 at 11 (July 30, 2009).
- In the 2009-2010 academic year, the PCSB conducted preliminary charter reviews for eleven schools – Academy for Learning Through the Arts (ALTA) PCS, Apple Tree PCS, Bridges PCS, Capital City PCS, Early Childhood Academy (ECA) PCS, Hope Community PCS, Howard University Math Science (MS)² PCS, Paul PCS, Potomac Lighthouse PCS, Tree of Life Community PCS, and YouthBuild PCS. Two schools ALTA and Potomac Lighthouse – were placed in Charter Warning status. Seven additional schools underwent their five-year high stakes review – Arts and Technology PCS, D.C. Bilingual PCS, E.L. Haynes PCS, Hospitality High PCS, Meridian PCS, Two Rivers PCS, and William E. Doar, Jr. PCS for Performing Arts. Hospitality and William E. Doar, Jr. PCS for Performing Arts were granted conditional charter continuance; the remaining five schools were granted full continuance. The PCSB also revoked the charter of one school – Young America Works PCS – for failure to comply with the terms of its charter agreement. See D.C. Public Charter School Board Annual Report 2010 at 10-11 (July 30, 2010).
- The 2011 PCSB Annual Report does not identify which schools, if any underwent a preliminary charter review this year. The PCSB conducted five-year high stakes reviews for ten schools – Apple Tree PCS, Bridges PCS, Capital City PCS, Early Childhood Academy (ECA) PCS, Hope Community PCS, Howard University Math Science (MS)² PCS, Paul PCS, Potomac Lighthouse PCS, Tree of Life Community PCS, and YouthBuild PCS – and all were granted full continuances. See D.C. Public Charter School Board Annual Report 2011 at 13 (July 30, 2010). ALTA voluntarily relinquished its charter in 2010 following its preliminary charter review, so it did not a five-year high stakes review. See D.C. Public Charter School Board Annual Report 2010 at 10-11 (July 30, 2011). The Board revoked the charter of Nia Community PCS, effective June 30, 2011.

II. CHARTER SCHOOLS THAT FACED PCSB SANCTIONS

A. Academy for Learning Through the Arts (ALTA) PCS

Notice of Deficiency in 2008; Charter Warning in 2010; Relinquished charter in 2010

In June 2008 ALTA was issued a Notice of Deficiency because it “demonstrated inadequate levels of development and below satisfactory performance in Curriculum and Standards, Instruction, Assessment, School Climate, and Governance.” D.C. PCSB Board Meeting Minutes (June 16, 2008). PCSB found that the school had met only 2 of 5 academic targets and only 2 of 6 non-academic targets; accordingly, PCSB Chair Mr. Nida “stressed the importance of the school significantly showing quantitative improvement in such areas as performance results, program processes, and more engagement of the governing board.” *Id.* As part of the Notice of Deficiency, PCSB would develop a “course of corrective action for the school to follow and monitor the school’s performance plan ongoing,” including a requirement that ALTA’s Board submit monthly progress reports. *Id.* ALTA underwent preliminary charter review in 2009-2010 and was placed in Charter Warning status because it failed to meet academic and governance standards. See D.C. Public Charter School Board Annual Report 2010 at 10-11 (July 30, 2010), D.C. PCSB Board Meeting Minutes (February 22, 2010). ALTA voluntarily relinquished its charter in 2010 following its preliminary charter review, so it did not have a five-year high stakes review. See D.C. Public Charter School Board Annual Report 2010 at 10-11 (July 30, 2010).

B. Arts and Technology Academy (ATA) PCS

Charter Continuance January 2005; Full Continuance December 2005

The PCSB granted ATA a conditional continuance of its charter in January 2005. In December 2005, the PCSB lifted the Notice of Conditional Continuance and granted the school full continuance. See D.C. Public Charter School Board School Performance Reports at 6 (August 2005), D.C. Public Charter School Board School Performance Reports at 11 (December 2006).

C. Capital City PCS

Conditional Continuance January 2006; Full Continuance 2011

The PCSB granted Capital City a conditional continuance of its charter in January 2006. D.C. Public Charter School Board School Performance Reports at 15 (December 2006). It is not clear when this Notice of Conditional Continuance was lifted, but Capital City did not go through charter revocation and was awarded full charter continuance in February 2011. See D.C. Public Charter School Board Annual Report 2011 at 8 (July 30, 2011).

D. Carlos Rosario PCS

Conditional Continuance (2003-2004?); Full Continuance 2004

In December 2004, the PCSB lifted Carlos Rosario’s Notice of Conditional Continuance and granted it full charter continuance. See D.C. Public Charter School Board School Performance Reports at 10 (August 2005). It is not clear when the PCSB had originally

placed the school on conditional continuance status, presumably in the 2003-2004 academic year as this was the first year that the PCSB conducted five-year high stakes reviews. See Testimony of Thomas Nida, Chair, D.C. Public Charter School Board before the D.C. Council Committee on Education, Libraries, and Recreation (March 8, 2005).

E. Cesar Chavez PCS

Conditional Continuance in 2004; Granted Full Continuance in December 2004; Charter Warning in 2008; Conditional Continuance in 2009

In 2004, the PCSB granted Cesar Chavez a conditional continuance of its charter. In December 2004, the PCSB lifted Cesar Chavez's Notice of Conditional Continuance and granted it full charter continuance. See D.C. Public Charter School Board School Performance Reports at 12 (August 2005).

At its meeting on February 25, 2008 to discuss the preliminary charter review for Cesar Chavez, the PCSB noted that the school had failed to meet academic performance standards, including: annual performance targets in reading and mathematics, non-academic performance standards, organizational performance standards, and standards related to curriculum, instruction, assessment, school climate and governance. The Board decided to consider the issue further and postponed until March 2008 its decision on whether to place the school on Charter Warning status. See D.C. PCSB Board Meeting Minutes (February 25, 2008). At the March 17, 2008 Board meeting, the PCSB approved the motion to place the school on Charter Warning status. The PCSB noted that, in accordance with its policies, it would draft a Memorandum of Understanding between the school and the PCSB to identify the specific actions the school needed to take to improve its performance. Cesar Chavez did not meet its academic performance standards during its five-year high stakes review in 2009. In its discussion of the issue, the PCSB noted problems with the quality of instructional teachers as well as, declining scores in reading and math. The PCSB also noted that there was "need for growth in the area of: curriculum instruction, infrastructure, disciplinary policies, and procedures for expulsions and suspensions." D.C. PCSB Board Meeting Minutes (January 26, 2009). Despite the PCSB's concerns about "what the school could do to reverse the downward trajectory in a short turnaround," it granted the school a conditional continuance for a period of one year, noting that the school should work closely with PCSB staff to "negotiat[e] the criteria to address the conditions and revamp its framework to meet the academic performance standards." *Id.* The PCSB lifted the Notice of Conditional Continuance in February 2010 because the school had satisfied 21 of 26 conditions and had made "outstanding progress" for Adequate Yearly Progress ("AYP"). D.C. PCSB Board Meeting Minutes (February 22, 2010).

F. City Lights PCS

Notice of Probation in April 2008; lifted in June 2008; relinquished charter effective 2009

In April 2008, less than three years after City Lights PCS opened in July 2005, the PCSB found the school to be out of compliance with the Individuals with Disabilities Education Improvement Act and was performing inadequately in the areas of curriculum and

instruction, governance and management, and evaluation. As such, the PCSB proposed that the school be given a notice of probation, noting that “under some circumstances, an established school with these issues might be a candidate for revocation, but the Board decided that [it] might not be fair in this situation, since the school had not previously been under the Board’s oversight.” D.C. PCSB Board Meeting Minutes (April 21, 2008). The school was given a notice of probation of 30 days with a requirement that the school submit an action plan within that time to address the issues raised. The Board seemed particularly concerned with the school’s lack of compliance with special education requirements as the U.S. Department of Education and the courts were giving these schools increased scrutiny. Board chair Mr. Thomas Nida stated that “many schools had taken the notice of probation seriously and make the necessary improvements in good time.” *Id.* It seems that although the school had 30 days to submit a plan, the probationary period was for ninety days. *Id.*

The school submitted a plan on May 28, 2008, which the PCSB found to be an “acceptable start and advised the school to commence execution of the plan.” D.C. PCSB Board Meeting Minutes (June 16, 2008). The PCSB lifted the notice of probation and noted that the PCSB would monitor and evaluate plan implementation. *See id.* The school voluntarily relinquished its charter in early 2009 due to severe financial strain. *See* D.C. PCSB Board Meeting Minutes (January 26, 2009).

G. D.C. Bilingual PCS

Charter Warning in 2009; Full Continuance in 2010

D.C. Bilingual underwent preliminary charter review in 2008-2009 and was placed in Charter Warning status for failure to make AYP in reading or math or to meet its academic performance standards. *See* D.C. Public Charter School Board Annual Report 2009 at 11 (July 30, 2009), D.C. PCSB Board Meeting Minutes (January 26, 2009). Mr. Nida “indicated that the school should develop a corrective action plan to improve the required academic targets.” The PCSB indicated that if the school took corrective action to improve outcomes and was responsive to the results of the preliminary charter review, it could avoid possible charter revocation. *See id.* D.C. Bilingual was granted a full continuance in 2010 after its five-year high stakes review. *See* D.C. Public Charter School Board Annual Report 2010 at 10-11 (July 30, 2010).

H. D.C. Preparatory Academy PCS

Charter Warning in 2008; Full Continuance in 2009

D.C. Preparatory Academy PCS underwent preliminary charter review in 2007-2008 and was placed in Charter Warning status. *See* D.C. Public Charter School Board Annual Report 2008 at 9 (July 30, 2008). During the discussions of this preliminary charter review, the Board noted that the school was failing to meet academic standards and advised that “the school would need to sharpen their concentration on academic progress and the improvement of quality education.” *See* D.C. PCSB Board Meeting Minutes (January 28, 2008). It stated that the school “should set a certain number of criteria regarding accountability to get back on course” and discussed how “to measure progress and growth through objective standards.” *Id.* It was granted a full continuance the following year after its five-year high stakes review. *See* D.C. Public Charter School

Board Annual Report 2009 at 11 (July 30, 2009).

- I. Early Childhood Academy PCS
Notice of Probation in 2007; later lifted

It is not clear what the probation was for. See D.C. PCSB Board Meeting Minutes (June 18, 2007). In its preliminary charter review in 2010, the PCSB found that the school did not meet academic performance standards and was a candidate for charter warning. See D.C. PCSB Board Meeting Minutes (February 22, 2010). A PCSB staff member told the Board that the school had adequate and competent staff and was on an "upward slope", and the PCSB did not place it in Charter Warning status. *Id.*

- J. E.L. Haynes Public Charter School
Did not meet academic standards in 2010; granted full continuance

In 2010, E.L. Haynes underwent its five-year high stakes review. The PCSB found that because it had not met academic standards it was a candidate for revocation. Nonetheless, it received full continuance due to improvements the school had made academically and the fact that there are not any "large flaws" in the program. See D.C. PCSB Board Meeting Minutes (January 25, 2010).

- K. Friendship Edison PCS
Conditional Continuance (2003-2004?), Full Continuance 2004

In September 2004, the PCSB lifted Friendship Edison's Notice of Conditional Continuance and granted it full charter continuance. See D.C. Public Charter School Board School Performance Reports at 24 (August 2005). It is not clear when the PCSB had originally placed the school on conditional continuance status, presumably in the 2003-2004 academic year as this was the first year that the PCSB conducted five-year high stakes reviews. See Testimony of Thomas Nida, Chair, D.C. Public Charter School Board before the D.C. Council Committee on Education, Libraries, and Recreation (March 8, 2005).

- L. Hospitality Public Charter School
Notice of Probation in 2004; Probation lifted 2004; Conditional Continuance in 2005; Granted Full Continuance in March 2006; Notice of Probation in 2007; Probation lifted 2008; Charter Warning in 2009; Conditional Continuance in 2010; Full Continuance in 2011

The PCSB issued a Notice of Probation in April 2004, which was lifted in November 2004. When Marriott Hospitality subsequently went through its five-year high stakes review in January 2005, the Board granted it conditional continuance of its charter, citing difficulties with the school's leadership and academic program. In making this decision, it took into consideration the efforts the school was making to improve these areas. See D.C. Public Charter School Board School Performance Reports for Academic Year 2004-2005 at 36 (August 2005). In 2007, Hospitality was placed on probationary status for

failure to submit documentation. *See* D.C. PCSB Board Meeting Minutes (June 18, 2007). During a status update to the PCSB in July 2007 the school noted a change in leadership and school curriculum and reported that it was working to address areas of concern identified in its last PDR; the PCSB decided to keep Hospitality on probationary status pending the outcome of the next PDR in fall 2008. *See* D.C. PCSB Board Meeting Minutes (July 16, 2007). The Notice of Probation was lifted in February 2008. *See* D.C. Public Charter School Board Annual Report 2008 at 18 (July 30, 2008). During its next preliminary charter review four years later (during the 2008-2009 academic year) it was placed in Charter Warning status for failing to meet academic performance standards. *See* D.C. Public Charter School Board Annual Report 2010 at 10-11 (July 30, 2010), D.C. PCSB Board Meeting Minutes (January 26, 2009). At the time of its five-year high stakes review in 2010, the school met one of three academic performance standards and four of four non-academic performance standards, and the PCSB favorably noted the positive impact of new school leadership. *See* D.C. PCSB Board Meeting Minutes (January 25, 2010). The PCSB granted it a conditional charter continuance. *See id.*, D.C. Public Charter School Board Annual Report 2010 at 10-11 (July 30, 2010). Hospitality had met all six of the conditions in the Notice of Conditional Continuance by its next Fifth-Year Review in January 2011 and was subsequently granted full continuance. *See* D.C. PCSB Board Meeting Minutes (January 24, 2011).

M. Howard Road Academy PCS

Charter Warning in 2006; Full Continuance in 2007

The PCSB placed Howard Road on Charter Warning status following its preliminary charter review in 2006 because it met only 1 of 4 academic performance standards. It accordingly entered into a Memorandum of Understanding with the PCSB regarding academic performance and ultimately was able to successfully address the PCSB's concerns. *See* D.C. Public Charter School Board School Performance Reports at 46-47 (December 2006).

N. Ideal Academy PCS

Charter Revocation Proposal in 2011; Ideal Academy closed under-performing school to prevent charter revocation

In March 2011, the PCSB voted to begin revocation proceedings for Ideal Academy, citing issues that included academic performance, concerns about financial viability of the school, failure to comply with federal requirements related to educating English Language Learners, and lack of adequate technological resources. *See* D.C. PCSB Board Meeting Minutes (March 29, 2011), D.C. PCSB Board Meeting Minutes (May 16, 2011), D.C. PCSB Press Release: D.C. Public Charter School Board Proposes Charter Revocation of Two Schools (March 30, 2011). A local newspaper that seems to have had the opportunity to review the PCSB's report on Ideal Academy suggested that the school's financial condition was dire and may have contributed significantly to the PCSB's decision to begin revocation proceedings: "In its report, school board officials expressed 'extreme concern of the organization's ability to exist' in coming years because of 'impending debt payments.'" Lisa Gartner, *Two D.C. Schools May Lose Their Charters*, THE WASHINGTON EXAMINER (March 28, 2011), <http://washingtonexaminer.com/local/education/2011/03/two-dc-schools-may-lose-their->

charters#iczz1ktFXhgoK.

In May 2011, Ideal Academy became the first charter school to survive the revocation process by offering to relinquish its high school charter in order to save the charter for the lower schools. Through this action, Ideal Academy closed its low performing school and accordingly planned on allocating more funds to keep its elementary and middle schools operational and financially viable. In its analysis of Ideal Academy's proposal, PCSB Board chair Mr. Jones noted "that the board takes the financial stability of the schools they support very seriously." D.C. PCSB Board Meeting Minutes (May 16, 2011).

O. Kamit Institute of Magnificent Achievers (KIMA) PCS

Notice of Probation in April 2008; probation lifted in August 2008; revocation proceedings begun in 2010 (not in connection with five-year high stakes review)

In April 2008, eight years after KIMA's charter was authorized by the District of Columbia Board of Education, the PCSB found the school to be out of compliance with the Individuals with Disabilities Education Improvement Act and was performing inadequately in the areas of curriculum and instruction, governance and management, school climate, and evaluation. The school was given a notice of probation for 90 days with a requirement that the school submit an action plan within 30 days to come into full compliance with the law for the provision of special education services. See D.C. PCSB Board Meeting Minutes (April 21, 2008). The PCSB lifted the notice of probation in August 2008 after receiving the school's action plan. See D.C. PCSB Board Meeting Minutes (August 18, 2008). In June 2010, the PCSB voted to move forward with revocation proceedings, finding broad academic, governance, and other violations, including: failure to design and implement education programs, lack of sufficient books and other materials, failure to develop curriculum, failure to comply with federal requirements regarding educating students with special needs, failure to have a compliant Board of Directors, and failure to comply with tuition rules. See D.C. PCSB Board Meeting Minutes (June 21, 2010). The PCSB noted that the school "has not taken advantage of the grace period made available by the PCSB staff to correct underperformance." *Id.* On August 11, 2010 the board voted to revoke KIMA's charter. See D.C. PCSB Special Board Meeting Minutes (August 11, 2010). KIMA subsequently filed a motion to stay the revocation with the D.C. Superior Court; the court denied its motion on August 23, 2010. See D.C. PCSB Press Release (August 24, 2010).

P. Maya Angelou PCS

Conditional Continuance (2003-2004?); Full Continuance September 2004; Charter Warning in 2008; Conditional Continuance in 2009; Full Continuance in 2010

In September 2004, the PCSB lifted Maya Angelou's Notice of Conditional Continuance and granted it full charter continuance. See D.C. Public Charter School Board School Performance Reports at 38 (August 2005). It is not clear when the PCSB had originally placed the school on conditional continuance status, presumably in the 2003-2004 academic year as this was the first year that the PCSB conducted five-year high stakes reviews. See Testimony of Thomas Nida, Chair, D.C. Public Charter School Board before the D.C. Council Committee on Education, Libraries, and Recreation (March 8, 2005).

Maya Angelou underwent preliminary charter review in 2007-2008 and was placed in Charter Warning status for failing to meet academic performance standards. See D.C. Public Charter School Board Annual Report 2008 at 9 (July 30, 2008); D.C. PCSB Board Meeting Minutes (January 28, 2008). In April 2008 it submitted an amendment to its accountability plan so that the school can provide a broader view of academic performance during the upcoming high stakes review. D.C. PCSB Board Meeting Minutes (April 21, 2008). The school did not meet academic performance standards in its five-year high stakes review in 2009, but nonetheless was granted a conditional continuance for one year. See D.C. Public Charter School Board Annual Report 2009 at 11 (July 30, 2009), D.C. PCSB Board Meeting Minutes (January 26, 2009). The PCSB's decision not to initiate revocation proceedings seems to be based on improvements that the school was able to demonstrate and actions that the school was in the process of implementing. The conditional continuance required the school to work with PCSB staff to "negotiat[e] the criteria to address the performance framework to meet the academic performance targets." *Id.* At the January 2010 Board meeting the PCSB found that Maya Angelou had satisfied the conditions necessary to lift the Notice of Conditional Continuance of Charter and granted full continuance to the school.

Q. MEI Futures Academy PCS
Charter revoked in 2009

PCSB revoked the charter of MEI Futures effective June 2009 for failure to comply with terms of the charter agreement. See D.C. Public Charter School Board Annual Report 2009 at 11 (July 30, 2009). Specifically, the PCSB found a number of material violations of the charter related to the education of children with disabilities, including violations concerning curriculum, debt reduction, education of special needs students, the Performance Development Review, truancy rates, and the role of the Board:

1) failure to operate with a valid Certificate of Occupancy, 2) lack of sufficient books for students attending the school, and failure to develop and provide curriculum materials to all teachers, 3) failure to operate in accordance with the mission statement provided in its application, 4) failure to design and implement the educational program described in its application, 5) failure to adopt content and performance standards for all subject areas at all grades and other performance levels, 6) failure to comply with all federal requirements related to educating students with special needs, 7) failure to maintain an inventory of all assets purchased with District of Columbia funds or federal funds, 8) failure to submit to the Public Charter School Board the meeting minutes of their Board of Trustee and, 9) failure to have a Board of Directors that is in compliance with the School Reform Act.

D.C. PCSB Board Meeting Minutes (February 26, 2009). In rebuttal, the school presented several representatives to a representative from the school to address these violations, but the Board ultimately proceeded with the proposal to revoke, finding that the truancy rate and the PDR to be unacceptable. See *id.* At the next board meeting, Board Chair Mr. Nida noted that Board had proceeded with the revocation after extensive discussion at the informal revocation hearing on the school's "comprehensive problem

areas such as: decreased enrollment, educational program, academic design and standards, graduation verification, and chronic attendance and truancy." D.C. PCSB Board Meeting Minutes (April 20, 2009).

R. Meridian PCS

Conditional Continuance January 2005, Full Continuance January 2006

The PCSB granted Meridian a conditional continuance of its charter in January 2005 following its five-year high stakes review. See D.C. Public Charter School Board School Performance Reports at 42 (August 2005). In January 2006, the PCSB lifted the Notice of Conditional Continuance and granted the school full continuance. D.C. Public Charter School Board School Performance Reports at 61 (December 2006)

S. New School for Enterprise and Development Public Charter School

Charter revoked effective June 2006 following prolonged probationary period

Following the five-year high stakes review, the PCSB revoked the charter for "failure to meet the goals and student academic achievement expectations set forth in its charter and the organizational performance standards outlined in the Charter Review Framework." D.C. Public Charter School Board 2006 School Performance Reports at 62. Specifically, New School did meet any of the 4 academic standards and only one of the seven standards related to governance, and it failed to demonstrate during the revocation hearing that the school had "the capacity to meet the goals and student academic achievement expectations as detailed in the Charter Review Framework." *Id.* The PCSB additionally noted that during the school's six years of operation, it had "demonstrated limited development and low level performance in the area of governance and responsiveness to academic and organizational concerns. Specific concerns were related to the school's responsiveness to PCSB remedial action, poor data collection and reporting, deployment of resources, and leadership attrition." *Id.* At 63. This revocation came after a prolonged period on probationary status for severe academic and governance issues. See D.C. Public Charter School Board 2005 School Performance Reports at 44.

T. Nia Community PCS

Notice of Probation in July 2010; Revoked in April 2011

In July 2010, the PCSB issued a Notice of Probation to Nia due to concerns about "finance, governance, and its education program." The PCSB noted, among other things, that the school was on the verge of insolvency. As a condition of the probation, Nia was required to submit a plan to address all of the PCSB's issues by August 2, 2010. D.C. PCSB Board Meeting Minutes (July 19, 2010). By the time of the PCSB Board meeting in September 2010, Nia had missed the due date to submit the school's annual report and had its notice of probation modified. See D.C. PCSB Board Meeting Minutes (September 20, 2010). On March 29, 2011 the PCSB voted to begin revocation proceedings for "1) failure to meet the student academic achievement expectations set forth in its charter; 2) failure to design and implement the educational program; and 3) failure to submit an annual report in compliance with the School Reform Act." D.C. Public Charter School Board, Board Action Proposal: Nia Public Charter School.

Candidacy for Charter Revocation (March 25, 2011). The PCSB further clarified that, among other things, Nia had failed to offer a promised Saturday school, had exceptionally low academic achievement for special education students, had been in a downward trajectory on standardized test results, and did not have a fully developed curriculum. *See* D.C. PCSB Board Meeting Minutes (March 29, 2011). The PCSB also questioned whether Nia Community was financially viable. D.C. Public Charter School Board, Board Action Proposal: Nia Public Charter School: Candidacy for Charter Revocation (March 25, 2011). The Board voted to revoke the charter on April 28, 2011. *See* D.C. Public Charter School Board: Decision to Revoke the Charter of Nia Community Public Charter School (April 29, 2011).

U. Paul PCS

Conditional Continuance January 2006; Full Continuance July 2006; Did not meet academic standards in 2010, but was not given a charter warning

The PCSB granted Paul PCS a conditional continuance of its charter in January 2006. D.C. Public Charter School Board School Performance Reports at 65 (December 2006). Later that year, in July 2006, the PCSB lifted this Notice of Conditional Continuance. *See id.* In its preliminary charter review in 2010, the PCSB found that the school did not meet academic performance standards and was a candidate for charter warning. *See* D.C. PCSB Board Meeting Minutes (February 22, 2010). The PCSB did not place it in Charter Warning status. *See id.*

V. Potomac Lighthouse PCS

Charter Warning in 2010

Potomac Lighthouse underwent preliminary charter review in 2009-2010 and was placed in Charter Warning status because it did not meet academic and governance standards. *See* D.C. Public Charter School Board Annual Report 2010 at 10-11 (July 30, 2010), D.C. PCSB Board Meeting Minutes (February 22, 2010). After representatives from the school presented the improvements they had made, Board Chair Mr. Nida "noted that the main perspective is having a small school that is not financially viable and not necessarily stable which constitutes the perfect time to put the school on charter warning to give the school the opportunity to get on track for the next school year and that the school needs to continue the upward trend." D.C. PCSB Board Meeting Minutes (February 22, 2010). The PCSB placed Potomac Lighthouse on Charter Warning status. *See id.*

W. SAIL PCS

Conditional Continuance (2003-2004?); Notice of Probation April 2004; Full Continuance September 2004; Conditional Continuance in 2009; Relinquished for financial insolvency as of July 30, 2011

In September 2004, the PCSB lifted SAIL's Notice of Conditional Continuance and Notice of Probation and granted it full charter continuance. *See* D.C. Public Charter School Board School Performance Reports at 48 (August 2005). It is not clear when the PCSB had originally placed the school on conditional continuance status, presumably in the 2003-2004 academic year as this was the first year that the PCSB conducted five-year

high stakes reviews. See Testimony of Thomas Nida, Chair, D.C. Public Charter School Board before the D.C. Council Committee on Education, Libraries, and Recreation (March 8, 2005).

SAIL was granted conditional continuance following its next five-year high stakes review in 2009. See D.C. Public Charter School Board Annual Report 2009 at 11 (July 30, 2009). This decision was based on the school's failure to meet organizational performance standards for governance, including issues with the school's ongoing financial viability; in response, the school outlined several corrective action steps it had taken to address these issues. See D.C. PCSB Board Meeting Minutes (April 20, 2009). SAIL subsequently relinquished its charter in 2011, citing financial insolvency. See D.C. Public Charter School Board Annual Report 2011 at 13 (July 30, 2011).

X. Sasha Bruce PCS

Charter Warning in 2005; Revoked in 2006

The PCSB placed Sasha Bruce on Charter Warning status following its preliminary charter review in 2005 because it met 0 of 4 academic performance standards and 0 of 7 governance performance standards. It accordingly entered into a Memorandum of Understanding with the PCSB regarding academic and governance performance. Sasha Bruce's charter was revoked in 2006, due in part to extensive internal control failures and a pattern of fiscal mismanagement and lack of sufficient working capital to operate the following school year. See D.C. Public Charter School Board School Performance Reports at 72-73 (December 2006).

Y. Southeast Academy

Revoked in 2005 after two-year probationary status

In the fall of 2004 (the 2004-2005 academic year), the PCSB conducted five-year high stakes reviews of all schools chartered in 1998. In January 2005, three of four schools reviewed were deemed sufficient to continue; the PCSB Board deferred a decision on Southeast Academy pending further discussions with the school's Board. Following these discussions, the Board voted on March 7, 2005 to begin revocation proceedings for Southeast Academy for failure to achieve the goals set forth in its accountability plan. Testimony of Thomas Nida, Chair, D.C. Public Charter School Board before the D.C. Council Committee on Education, Libraries, and Recreation (March 8, 2005). Specifically, Southeast Academy failed to meet 10 of 14 targets set forth in its accountability plan, "continued to show significant problems with its compliance practices" related to audits and financial reports, and failed to meet academic standards established in the charter. The Board further explained that the "school has faced significant challenges in governance and leadership over the years as evidenced by its two-year probationary status, repeated inability to meet annual accountability plan performance goals and targets, and failure to fully implement its curriculum." D.C. Public Charter School Board School Performance Reports for Academic Year 2004-2005 at 54 (August 2005). Rather than revoking the charter outright in April 2005, however, the Board gave the school the opportunity to retain its charter if it "provided documentation of changes to the current Board and school leadership satisfactory to the PCSB prior to its regular board meeting in June." D.C. Public Charter School Board

Annual Report for the Academic Year 2004-2005 at 7 (August 2005). The Board ultimately revoked Southeast Academy's charter in June 2005. D.C. Public Charter School Board School Performance Reports for Academic Year 2004-2005 at 54 (August 2005).

2. SEED PCS

Conditional Continuance (2003-2004?); Full Continuance 2004

In November 2004, the PCSB lifted SEED's Notice of Conditional Continuance and granted it full charter continuance. See D.C. Public Charter School Board School Performance Reports at 52 (August 2005). It is not clear when the PCSB had originally placed the school on conditional continuance status, presumably in the 2003-2004 academic year as this was the first year that the PCSB conducted five-year high stakes reviews. See Testimony of Thomas Nida, Chair, D.C. Public Charter School Board before the D.C. Council Committee on Education, Libraries, and Recreation (March 8, 2005).

AA. Thurgood Marshall Academy

Charter Warning in 2006; Full Continuance in 2007

The PCSB placed Thurgood Marshall on Charter Warning status following its preliminary charter review in 2006 because it met only 1 of 4 academic performance standards. It accordingly entered into a Memorandum of Understanding with the PCSB regarding academic performance and ultimately was able to successfully address the PCSB's concerns. See D.C. Public Charter School Board School Performance Reports at 76-77 (December 2006).

BB. Tree of Life PCS

Conditional Continuance January 2006; Full Continuance April 2006

The PCSB granted Tree of Life PCS a conditional continuance of its charter in January 2006. D.C. Public Charter School Board School Performance Reports at 65 (December 2006). Later that year, in April 2006, the PCSB lifted this Notice of Conditional Continuance. See *id.*

CC. Tri-Community PCS

Charter Warning in 2007; Relinquished charter in 2008 after revocation proceedings begun following five-year review

The school had been placed on Charter Warning in 2007 because they did not meet non-academic standards or organizational standards in the area of governance. As a result, PCSB drafted a Memorandum of Understanding to be executed between the school and the PCSB. See D.C. PCSB Board Meeting Minutes (February 26, 2007). In March 2007, the Board clarified that the main areas of concern were academics, financials and governance and asked the school what steps it was taking to address these issues. See D.C. PCSB Board Meeting Minutes (March 19, 2007). The PCSB received a status report from the school in June 2007. See D.C. PCSB Board Meeting Minutes (June 18,

2007). In January 2008 the Board noted that the school did not meet their latest review "in regards to governance, program development, and inadequate curriculum standards" and unanimously approved a motion to begin revocation proceedings. *See* D.C. PCSB Board Meeting Minutes (January 23, 2008).

**DD. Washington Mathematics, Science, and Technology PCS
Conditional Continuance (2003-2004?); Full Continuance 2004**

In December 2004, the PCSB lifted Washington Mathematics, Science and Technology's Notice of Conditional Continuance and granted it full charter continuance. *See* D.C. Public Charter School Board School Performance Reports at 64 (August 2005). It is not clear when the PCSB had originally placed the school on conditional continuance status, presumably in the 2003-2004 academic year as this was the first year that the PCSB conducted five-year high stakes reviews. *See* Testimony of Thomas Nida, Chair, D.C. Public Charter School Board before the D.C. Council Committee on Education, Libraries, and Recreation (March 8, 2005).

EE. William E. Doar, Jr. PCS for Performing Arts

No Charter Warning during 2009 preliminary charter review; Conditional Continuance in 2010

William E. Doar, Jr. underwent preliminary charter review in 2008-2009 and was *not* placed in Charter Warning status. *See* D.C. Public Charter School Board Annual Report 2009 at 11 (July 30, 2009). Although the school had not met academic performance standards, the school submitted additional data at the January 2009 Board meeting that had not been available at the PDR. *See* D.C. PCSB Board Meeting Minutes (January 26, 2009). The Board deferred its decision on whether to issue a Charter Warning to the school until the February 2009 Board Meeting in order to review and verify this new data. Following this review, the Board decided not to place the school on Charter Warning status, although it noted that it would continue to monitor progress at the school. *See* D.C. PCSB Board Meeting Minutes (February 26, 2009). Nonetheless, it was granted only a conditional continuance in 2010 after its five-year high stakes review. *See* D.C. Public Charter School Board Annual Report 2010 at 10-11 (July 30, 2010). In January 2011 the PCSB reviewed William E. Doar, Jr.'s compliance with its Notice of Conditional Continuance and found that it had not met the five conditions dealing with academics but had met the three fiscal management conditions. The school's board had voted, however, to close the upper school, which was not performing well. Rather than simply revoke the charter, the PCSB agreed to extend the conditional continuance for four months, with the school providing monthly updates. *See* D.C. PCSB Board Meeting Minutes (January 24, 2011). In May 2011, the PCSB found that the school had made progress in hitting benchmarks set by the Board; accordingly, the PCSB granted an additional conditional continuance for the school and planned to set additional performance indicators. *See* D.C. PCSB Board Meeting Minutes (May 24, 2011).

FF. Young America Works (YAW) Public Charter School

Several Notices of Concern, Deficiency and Probation; Revoked in 2010 (not in connection with five-year high stakes review)

Young America Works was issued a notice of probation in 2008 for failing to submit financial reports. *See* D.C. PCSB Board Meeting Minutes (March 17, 2008). In October 2009, following several on-time submissions, the PCSB lifted YAW's Notice of Probation for failure to submit timely audits. *See* D.C. PCSB Board Meeting Minutes (October 26, 2009). In 2009, PCSB issued a Notice of Probation for attendance and truancy to YAW for failing to "establish and maintain the required attendance rates for three consecutive quarters" despite already YAW previously receiving both a Notice of Concern and a Notice of Deficiency about these issues. D.C. PCSB Board Meeting Minutes (June 15, 2009). The Board indicated that the next step would be for the school to be placed on Charter Warning. As a condition of the probation, the school needed to work with the PCSB to identify and put in place effective solutions for solving the problem and would be given "an opportunity to present a comprehensive plan for addressing and improving attendance and truancy related to issues identified with its academic curriculum." *Id.* The PCSB voted at its December 21, 2009 meeting to continue this Notice of Probation due a continuing high truancy rate. *See* D.C. PCSB Board Meeting Minutes (December 21, 2009). On March 5, 2010 the PCSB convened an emergency meeting regarding the revocation of YAW's charter "because of serious and persistent concerns about the school's increasingly unsafe environment for students, and related deficiencies in academic instruction." PCSB Press Release (March 4, 2010). During this meeting, the PCSB approved a proposal to begin revocation proceedings due to "egregious violations relating to the health and safety of all students attending the school", including attacks on faculty and fires set in classroom. D.C. PCSB Board Meeting Minutes (March 5, 2010). The PCSB also found broad violations of YAW's charter in areas such as the Board of Directors, truancy and attendance, education program, books and supplies, and curriculum. *See* PCSB Press Release (March 8, 2010). As a result, the PCSB revoked YAW's charter effective 2010 for failure to comply with the terms of its charter agreement. D.C. Public Charter School Board Annual Report 2010 at 10-11 (July 30, 2010).

IMMEDIATE ACTIONS for IDEA- PCS - These actions will be taken this school year (2011-12)

Area for Improvement	Actions/Milestones	IDEA Staff Member	Restructuring Partner	Deadline
Mission	Review mission to determine if it is clear, current, effective	IDEA Board of Trustees	TenSquare	1-May
Graduation	Audit all senior transcripts to identify any missing credit issues	William Dexter	TenSquare	28-Feb
	Create a credit recovery plan for any seniors not on-track to graduate utilizing PCSB approved credit recovery programs	William Dexter	TenSquare	1-Mar
	Review all student files to determine if necessary withdrawal paperwork exists for Adjusted Cohort Graduation Rate (ACGR) as per OSSE guidance	William Dexter	TenSquare	30-Jun
	Obtain any necessary withdrawal/transfer documentation for all non-enrollee students for ACGR	William Dexter	TenSquare	30-Jun
	Create a credit recovery plan for any junior not on-track to graduate utilizing PCSB approved credit recovery programs to begin in Summer 2012	William Dexter	TenSquare	15-Jun
9th Grade Credits (on track to graduate)	Audit transcripts of all current 9th grade students	William Dexter	TenSquare	15-May
	Analyze and review promotion criteria and suggest changes, as needed	William Dexter	TenSquare	15-May
	Analyze and review summer school policies and options for 9th grade students	William Dexter	TenSquare	15-May
College Acceptance	Ensure every student submits at least one application	Terrance Lewis	TenSquare	28-Feb
	Ensure every student submits at least three applications	Terrance Lewis	TenSquare	15-Mar
	Every student gets accepted to at least one college or university	Terrance Lewis	TenSquare	28-Feb
Attendance	Refine and implement rewards system to incentivize increased attendance	Terrance Lewis	TenSquare	15-Feb
	Make rigorous daily calls to parents	Carol Travers	TenSquare	daily
	Develop and implement attendance success sheets for students with rewards and incentives for most chronic truants	William Dexter	TenSquare	15-Feb
	Identify students in grades 7 & 8 who have missed 10 or more unexcused absences, follow OSSE policy on truancy and work with CFS	Terrance Lewis	TenSquare	15-Feb
	Identify students in grades 9-12 who have missed more than 10 unexcused absences, follow OSSE policy for truancy working alongside DC courts	Terrance Lewis	TenSquare	15-Feb

Area for Improvement	Actions/Milestones	IDEA Staff Member	Restructuring Partner	Deadline
Student Recruiting/ Re-enrollment	Identify which current students plan to re-enroll using Intent to Enroll forms to be completed by students by February 20, 2012	Jeanine Butler	TenSquare	1-Mar
	Identify target enrollment for each grade level based on current enrollment and promotion projections	William Dexter	TenSquare	9-Mar
	Devise an enrollment strategy for new students	Jeanine Butler	TenSquare	28-Feb
	Assess enrollment targets after lottery date and adjust enrollment strategy as necessary	William Dexter	TenSquare	1-Apr
	Update website to provide information for prospective students including application process and deadlines	Rhea Leonard	TenSquare	28-Feb
Board Restructuring	Recruit three (3) new Board members	David Owens	Charter Board Partners	1-Mar
	Add three (3) new Board members	IDEA Board of Trustees		15-Mar
	Recruit two (2) additional new Board members	David Owens	Charter Board Partners	1-May
	Add two (2) additional new Board members	IDEA Board of Trustees		15-May
	Incorporate greater focus on academic achievement in board meetings, review board meeting minutes regularly	David Owens	Charter Board Partners	each meeting
Leadership Restructuring	Positions posted for Executive Director, Principal and Chief Operating Officer	David Owens	TenSquare	8-Feb
	Candidate phone screenings completed Feb 24	TenSquare	TenSquare	24-Feb
	1st round interviews complete	TenSquare	TenSquare	16-Mar
	2nd round interviews complete	TenSquare & Board Reps	TenSquare	2-Apr
	Top two finalist interviews complete	IDEA Board of Trustees	TenSquare	1-May
	Check references	TenSquare	TenSquare	14-May
	Final decision and oral offer	IDEA Board of Trustees	TenSquare	18-May
	Written contracts complete	IDEA Board of Trustees	TenSquare	31-May
	Start date	New Leadership	TenSquare	1-Jul
	Develop accountability/evaluation plan for new leadership that sets annual academic targets for students	IDEA Board of Trustees	TenSquare	1-Jul
Teacher Recruiting	Recruit teachers	Ashley Johnson	TenSquare	16-May
	Hire teachers	William Dexter	TenSquare	15-Jul

Area for Improvement	Actions/Milestones	IDEA Staff Member	Restructuring Partner	Deadline
Non-Academic Staffing	Review roles and responsibilities of non-classroom based staff and determine positive impact on student achievement. Develop new staffing plan for 12-13 that impacts contracts, hiring, and reform master schedule	William Dexter	TenSquare	1-Apr
Curriculum	Ensure that Common Core and District of Columbia Learning Standards are infused and aligned in curricula currently in place	Terrance Lewis	TenSquare, Teach the Possibility, and other consultants	1-Mar
	Review comprehensive curriculum and develop plan to improve; ensure program maps by August for each course for 2012-13	Terrance Lewis	TenSquare, Teach the Possibility, and other consultants	1-Jul
	Ensure all classes have sufficient textbooks for remainder of year	William Dexter	TenSquare	28-Feb
Teacher Evaluations	Develop new evaluation tool to be implemented this school year and to inform hiring decisions for next year	Terrance Lewis	TenSquare	1-Mar
Professional Development Topics	Use of data to drive instruction	Terrance Lewis	TenSquare, Teach the Possibility, and other consultants	1-Mar
	Use of rubrics related to standards to evaluate student works	Terrance Lewis	TenSquare, Teach the Possibility, and other consultants	15-Mar
	Teaching students with special needs	Terrance Lewis	TenSquare, Teach the Possibility, and other consultants	1-Apr
	Differentiated instruction	Terrance Lewis	TenSquare, Teach the Possibility, and other consultants	15-Apr
	Identify additional topics, using recommendation from PDR and current teacher needs, to incorporate into school year	Terrance Lewis	TenSquare, Teach the Possibility, and other consultants	1-Mar
	Observe each teacher to evaluate the level and quality of professional development training to determine the level and quality of implementation. Use the results of the observations to provide additional instruction or re-teaching as needed.	Terrance Lewis	TenSquare, Teach the Possibility, and other consultants	Evaluations conducted after each offering

Area for Improvement	Actions/Milestones	IDEA Staff Member	Restructuring Partner	Deadline
Instructional Program & Course Selections	Create new master schedule based on transcript audit, enrollment projections and PCSB PDR recommendations	William Dexter	TenSquare	30-Apr
	Review programs and initiatives within instructional program to determine effectiveness. Streamline if necessary	William Dexter	TenSquare	31-May
	Incorporate increased time on reading, with reading specialist in new master schedule for 2012-13	William Dexter	TenSquare	30-Apr
	Review summer school plan to ensure adequate focus on core subjects	William Dexter	TenSquare	15-May
Parent Feedback	Administer second parent survey to inform decisions	Terrance Lewis		30-May

DAVID K. OWENS

David K. Owens is Executive Vice President, Business Operations, of the Edison Electric Institute (EEI). EEI is the international trade association of shareholder owned utilities whose members are responsible for providing electric service to three quarters of the U.S. population. Since the early 90's, this \$800 billion electric utility industry has been involved in major restructuring and deregulation, and the industry is now confronting several transformational challenges which include enormous infrastructure investments, rising costs and prices with tremendous uncertainty on energy and climate policy.

In his capacity as the first African American to hold an officer title at EEI, Mr. Owens has significant responsibility over a broad range of issues that affect the future structure of the electric industry and new rules in evolving competitive markets. He has responsibility over the strategic areas of energy supply and the environment, energy deliver, energy services and international affairs. He also spearheads efforts to enhance the public policy climate for investments in America's electric infrastructure with emphasis on the role of new technologies to address climate change and enhance energy efficiency through smart buildings, smart appliances, smart meters and smart electric grid.

Mr. Owens has frequently appeared before the U.S. Congressional Committees, testified in over 50 proceedings on energy issues before state bodies, lectured in universities across the nation, made hundreds of presentations in business forums, and has frequently appeared on TV and radio. He is recognized as one of the foremost authorities on electric utility issues and industry restructuring. He has been at EEI for over 29 years, starting his EEI career as Director, Rates and Regulation.

His distinguished career began at Philadelphia Electric and General Electric where he worked as a test and design engineer, respectively. Prior to EEI, Mr. Owens served as the youngest and first African American Chief Engineer of the Securities and Exchange Commission. He also worked for the Federal Power Commission, which is the predecessor of the Federal Energy Regulatory Commission.

He is a graduate of Howard University with a Bachelor and Masters of Engineering degrees. He also has a Masters in Engineering Administration from George Washington University, and has attended executive courses at Howard University, the University of Pennsylvania, and Michigan State University.

Mr. Owens has distinction in Who's Who Among Black Americans, Who's Who In The Government, and has been honored as Outstanding Leader in the Utility Industry. He is the recipient of the James E. Stewart Award, the highest distinction for an American Association of Blacks in Energy (AABE) member. He has also been awarded the President's Cup for his leadership on public policy matters.

Mr. Owens sits on the Boards of the National Academy of Sciences, AABE, the IDEA Charter School, Vice Chairman of the National Institute of Standards and Technology Smart Grid Advisory Committee, and is an active member of a number of professional and community-based organizations.

MORRIS L REDD

EMPLOYMENT	Sp 2006 – Present	IDEA PCS Military Academy	Washington DC
	Dir. Of School Support Services		
	Responsible for establishing, developing and maintaining partnerships with community, civic and business organizations. Coordinates Student Internship Program. Facilitates and manages school-community relations		
	Fa 2003 – Sp 2006	DCPS – Smothers ES	Washington DC
	Special Educator		
	Developed and taught adaptive lessons that promoted academics, life skills, and citizenship. Drafted and implemented individualized curricula as identified on student's IEP. Collaborated with colleagues to foster clearer understanding of the specialized needs of students. Worked with students, administration, and staff on improving student achievement and school morale. Coached track and ski teams.		
	Fa 2001 – Sp 2003	Joseph P. Kennedy Inst.	Washington DC
	Special Educator		
	Taught 18-21 year old students with disabilities. Used a variety of pedagogical techniques in preparing and implementing specialized instruction in all core curriculum areas and life skills. Helped facilitate a job shadowing program.		
	Sp 1998 – Su 2001	DCPS – Drew ES	Washington DC
	Teacher		
	Enlisted various pedagogical strategies to provide daily instruction for students in second grade. Addressed the needs of the whole child by closely working with the students on individual needs, the parents and other professionals.		
EDUCATION	Su 2001 – Sp 2003	Catholic University of America	Washington DC
	Special Education		
	▪ Earned Certification in Special Education ▪ Masters of Science Degree Candidate, Special Education		
	Sp 1994 – Fa 1995	Univ. of the District of Columbia	Washington DC
	Elementary Education		
	▪ Awarded Bachelor of Arts Degree in Elementary Education ▪ Earned Certification in Elementary Education		
	MEMBERSHIPS & OFFICES		
	East River Family Strengthening Collaborative, Board of Directors, Chairman Integrated Design & Electronics Academy PCS, Board of Trustees Member Healthy Families Thriving Communities Council, Board of Directors, Treasurer Omega Psi Phi Fraternity, District Scholarship Committee, Chairman (Former) Omega Psi Phi Fraternity, Second Vice District Representative (Former)		
REFERENCES	Available Upon Request.		

ABOUT TENSQUARE, LLC

TenSquare, LLC specializes in providing charter school and nonprofit entity services and advice by its three principals, Joshua Kern, Jerry Levine, and Katie Herman, and related legal services for its clients. It combines the specific and extensive experience and skills of its three principals in several important and growing areas -- educational consulting, with an expertise in charter school strategic planning, organizational assessment and restructuring, governance and fundraising, and facilities acquisition, financing, development and management. Specific capacities are described in detail below:

- **General consulting on charter applications, school academic performance and improvement plans; hiring and professional development; financial, fundraising and operational planning, administration and management; Public Charter School Board (PCSB) & Department of Education policies and compliance requirements**
- **Organizational assessment, strategic planning, school restructuring/improvement; assessment of the strengths and weaknesses of charter school conceptual and actual designs; operations and academic performance analysis and restructuring; short- and long-term strategic planning; charter renewal strategies; school turnaround options creation and execution.**
- **Governance: board development and strategic planning; By-Laws, Board Policies/Conflicts of Interest, employee handbooks; management and combinations through merger and other means.**
- **Fundraising: development infrastructure design; position requirements and hiring, training; pipeline development and management; prospect research; pitch development; corporate, foundation, individual, government grants consulting; development communications.**
- **Government relations: TenSquare regularly represents public charter school clients and other parties before several District of Columbia agencies and governmental units. The company and its principals have excellent working relationships with the PCSB, OSSE and other DC governmental agencies that regulate, fund or work with District charter schools.**
- **Real estate advisory services in connection with short and long term facility options and strategies; assistance with District of Columbia real estate acquisition, development and financing options and processes; preparation and analysis of Educational Specifications for real estate facility options for charter schools; preparation and processing of applications for facility loans, grants and other financing and assistance for nonprofit organizations and their school sites through the Office of the State Superintendent for Education, Office of the Deputy Mayor for Education, revenue bond issuance governmental authorities and other District of Columbia administrative agencies and boards.**

- Construction management and general contractor services including large-scale developments and smaller repair and renovation projects. TenSquare Group is a District of Columbia licensed General Contractor for general services and repair and construction management in the District of Columbia and is also an approved Certified Business Enterprise (Small, Local and Resident-Owned Business) by the District of Columbia Small and Local Business Development department.
- Professional legal services by Jerry Levine as General Counsel of TenSquare in relation to all of the foregoing.

CONTACT INFORMATION:

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E-Mail Addresses:	josh@thetensquaregroup.com ; jerry@thetensquaregroup.com ; katie@thetensquaregroup.com

Joshua Michael Kern

Professional Experience

Thurgood Marshall Academy Public Charter High School, Washington, DC

Co-Founder, President, and Chief Executive Officer (August, 2000 to Present)

Serve as Head of School overseeing all aspects of budget and finances, academic program, public and media relations, fundraising, information technology, and facilities management. Thurgood Marshall Academy is widely recognized as an anchor institution in its neighborhood and a national model for both education reform and operational excellence. Under my results-oriented leadership, the school's standards-based, law-themed, college-preparatory design has produced quantifiable student and institutional achievement, including the following:

Students distinguish themselves in academics and civics

- Every graduate of Thurgood Marshall Academy has been accepted to a two-year or four-year college, including institutions such as American University, Bates College, Carnegie Mellon University, Cornell University, Lincoln University, Swarthmore, and University of Maryland at College Park.
- Thurgood Marshall Academy teams have won prominent law and civics competitions, including the 2008 D2D Hip Hop Summit Debate, top honors two years in a row at the YMCA's Youth & Government Model City Council, the 2004 DC "We The People" constitution competition, and selection to join the Anti-Defamation League's National Youth Leadership Mission.
- Thurgood Marshall Academy students have earned admission to competitive summer programs providing academic enrichment for high achievers, including Phillips Academy Andover's (MS)³ minority math and science program; the Washington University Summer Program; the National Bar Association's Crump Law Camp; and Upward Bound.
- Through the school's partnership with the College Success Foundation, 29 members of the class of 2008 were awarded Achiever Scholarships; all graduates won scholarships or other financial resources for college.

Standardized test scores evidence the value added by Thurgood Marshall Academy's student-centered academic program

- Innovative statistical modeling initiative enables Thurgood Marshall Academy faculty to assess and analyze student comprehension almost in real time, when the data can best be used to inform differentiated instructional strategies.
- Largely as a result of this initiative, and despite the fact that students enter 9th grade with skills averaging in the 5th to 6th grade range, Thurgood Marshall Academy met its 2008 No Child Left Behind target for Adequate Yearly Progress (AYP) in both reading and math, posting student proficiency scores of 70% in reading and 61% in math, which ranks number 1 and number 2 respectively relative to other open enrollment (non-magnet) high schools citywide.
- 2008 student proficiency scores were more than 3 times higher than scores posted by neighboring high schools in Wards 7 and 8 to which students would traditionally be assigned. The difference between Thurgood Marshall Academy's scores and those of neighboring schools is the greatest among open-enrollment high schools citywide.

Independent organizations recognize Thurgood Marshall Academy's excellence

- In January 2007, the DC Public Charter School Board granted Thurgood Marshall Academy full continuance of its charter following a five-year review, marking the first time a D.C. high school achieved unconditional charter renewal.
- In May 2008, the Middle States Association of Colleges & Schools concluded a year of rigorous review by recognizing Thurgood Marshall Academy via full accreditation.
- The Wall Street Journal* cited Thurgood Marshall Academy as a national model for educational reform.
- Newsweek* included the school in its 2008 list of top U.S. high schools.
- The Washington Post's* "30 Great High Schools Back Fence Survey" of parents, teachers, students, and community leaders recognized the school.
- A page-one article in *The Washington Times* declared the school "A Chartered Triumph."

Commitment to efficient and effective leveraging of resources has been rewarded with significant financial investment

- Thurgood Marshall Academy was the first charter school in the District of Columbia to use federally-funded New Markets Tax Credits to support the financing of its permanent facility. The transactions will save the school \$5.3 million in net present value on a \$14.5 million facility project that marked the first in a series of community revitalization construction projects in the vicinity of the Anacostia Metro station. Thurgood Marshall Academy has since provided technical assistance to other schools throughout the city and nation on the use New Markets Tax Credits to foster education reform and community redevelopment.
- The U.S. Congress fostered Thurgood Marshall Academy's success through an early \$1 million grant to support the development and design of a permanent academic facility and a \$495,000 award to support the architecture and planning of a joint-use athletic facility to be shared with DCPS and the community.
- Thurgood Marshall Academy has won competitive grants including a U.S. Department of Education Carol M. White Physical Education Program grant, two 21st Century Community Learning Centers Program grants, and a City Build incentive grant.

- o Thurgood Marshall Academy leverages public dollars by securing supplemental funding from private sources. The school raises \$300,000 per year through a gala sponsored by the metro-area legal and business communities, won a half-million-dollar Morris & Gwendolyn Cafritz Foundation grant to support the move to its permanent facility (a "last mile" grant made possible by public investment in the facility project), and has secured dozens of contributions from corporations, law firms, individuals, and community foundations to fund student services that complement publicly-funded programs.
- o The school further leverages public dollars by attracting and retaining volunteers from the D.C. legal, professional, educational, and nonprofit communities. Eight law firms and a dozen independent attorneys invest substantial time in tutoring and mentoring students, activities that promote sustained connections between students and responsible role models. Colleges, universities, and nonprofit organizations working with the school include American University, Capital Area Food Bank, DC Bar Courts, Lawyers & Administration of Justice Section, George Washington University Black Law Student Association, Georgetown University Law Center, Georgetown University Office of Community Service Neighborhoods Project, and Howard University Law School.

Perspective Technology Corporation, Vienna, VA

Senior Consultant: (1997-1998)

Led consulting team responsible for redesigning the systems, procedures and workflows of the provisioning department of MCI Telecommunication. Analyzed and designed current systems and workflows. Authored proposals for recommended improvements. Maintained project budgets, addressed and resolved implementation issues, and trained MCI employees.

American Management Systems, Inc. ("AMS"), Portland, OR

Manager: (1996-1997)

Assisted in large-scale implementation of AMS's integrated accounting and financial software at the United States Department of Agriculture (USDA). Responsible for developing, testing, and maintaining an intranet website to augment USDA's support services. Served as point of contact for all USDA employees located at regional office. Participated in conversion team responsible for designing software to USDA specific files.

American Management Systems, Inc., Arlington, VA

Systems Consultant: (1995-1996)

Developed system configuration requirements through client interaction and analysis of current business processes. Designed and tested all critical enhancements to the software. Developed system integration plans, which includes external interfaces and business process re-engineering. Served as member of the technical team responsible for developing the AMS intranet.

Education

Georgetown University Law Center, Washington, DC

Juris Doctor, May 2002

GPA: 3.50, Cum Laude

Journal: Law & Policy in International Business (LPIB)

Clinic: Street Law

Honors: Center for Computer Assisted Legal Instruction (CALI) award for best paper

Other: Co-Founder of Thurgood Marshall Academy Public Charter High School

AB Freeman School of Business, Tulane University, New Orleans, LA & Prague, Czech Republic

Master of Business Administration, May 1995

GPA: 3.70, Dean's List

Major: Finance, General Management

Other: Studied international business in Czech Republic

Tulane University, Economics, Cum Laude, New Orleans, LA

Bachelor of Arts, May 1994

GPA: 3.56, Cum Laude

Honors: Admitted into accelerated 5 year MBA program

Certificate in business law

Other

Member of the Pennsylvania Bar (2002-2008); Barrack Academy (Oke Akiba Academy), Merion, PA, Member of Board of Trustees (2005-2008); DC Public Charter School Association, Washington, DC, Board Member (2002-2008)

CharterBoardPartners

great boards for great schools

Charter Board Partners (CBP) promotes and fosters strong governance for public charter schools in order to help improve student achievement.

Based on research and experience, Charter Board Partners has developed a three-part model for strong governance:

- Recruiting and training motivated and talented individuals and matching them to boards that need their skills and experience,
- Supporting boards and board members in improving governance in ways that lead to improved student achievement, and
- Building and sustaining a network of energized and engaged charter school board members across the city—and the nation.

CBP is currently implementing this model with several DC charter schools. For example, at Arts and Technology Academy, CBP has supported the board by recruiting 3 members including the current board chair. At Septima Clark PCS, Charter Board Partners recruited a board member with significant education experience to support the school's urgent improvement efforts. Along with our strategic recruiting efforts, CBP has also been working closely with our partner boards to create action plans to improve their governance. CBP is providing supports (i.e. board coaching, working groups, retreat facilitation, etc.) to help our partners improve their effectiveness. Through this work, Charter Board Partners has started to build a network of engaged charter board leaders across the District.

The following is a list of current Charter Board Partners schools:

Achievement Prep Academy PCS
Arts and Technology Academy PCS
Capital City PCS
Cesar Chavez PCS
D.C. Bilingual Academy PCS
Excel Academy PCS
IDEA PCS
Meridian PCS
Mundo Verde Bilingual PCS
Paul PCS
Septima Clark PCS
Thurgood Marshall Academy PCS
Tree of Life PCS

Charter Board Partners – Staff Bios

Carrie Chimeline Irvin, *President and Co-Founder of Charter Board Partners*, has an extensive background in education policy and school reform, focusing on pre-K-12 education for economically disadvantaged students and communities. Carrie was most recently a consultant for Education Resource Strategies, a nonprofit that works with urban districts to help them redirect resources to improve student achievement. Prior to that, she held leadership positions at New American Schools, and taught eighth grade at the American School in Japan. Carrie recently chaired the Board of Trustees of the National Child Research Center, a model preschool in Washington, DC. She holds a Masters in Education Policy from the Harvard Kennedy School and a Bachelor of Arts from Brown University.

Simmons Lettre, *Executive Director and Co-Founder of Charter Board Partners*, specializes in education, communications, school district improvement and comprehensive school reform. Simmons' previous experience in urban education includes teaching at the Benjamin Franklin Public Charter School in Cambridge, MA, as well as policy and communications positions with the Boston Plan for Excellence, New American Schools, Expeditionary Learning Outward Bound, and Targeted Leadership Consulting. Most recently, she was a communications consultant for Education Resource Strategies. She currently serves as the Vice Chair of the Board of Trustees of Capital City Public Charter School in Northwest Washington and chairs the Development Committee. Simmons holds a Masters in School Leadership from the Harvard Graduate School of Education and a Bachelor of Arts in Psychology from Davidson College.

Dustin Thomas, *Senior Program Manager of Charter Board Partners*, is the newest addition to the CBP Team. Previously, he was the Director of Outreach for a local education advocacy non-profit, DC School Reform Now. Dustin worked closely with a wide group of stakeholders ranging from school district officials and teachers to parents and community leaders in order to garner support for education strategies that would increase the number of high quality seats in D.C. Through his work, Dustin learned the challenges of school reform in low income communities and developed a passion to invest multiple stakeholders in improving low performing schools.

Prior to his work with DC School Reform Now, Dustin worked on the Child Find Outreach Team for the Early Stages Center, a DC Public Schools diagnostic and evaluation center for three- to five-year-olds in the District of Columbia. At Early Stages, Dustin witnessed first-hand the importance of quality early childhood education and early intervention programs. In the center's inaugural year, Dustin served on several committees as a founding staff member and was involved with building relationships and conducting outreach with parent groups, school teams, civic organizations and community leaders across the District.

Before his work at Early Stages, Dustin was a member of Teach For America and was a high school social studies teacher in Capitol Heights, Maryland. He had the privilege to be a part of turnaround efforts to improve educational outcomes for students in low-income and English learning communities. Dustin holds a Bachelor of Arts in Political Science from the University of Oklahoma.



February 2, 2012

To: Mr. David Owens, Board Member

Colonel Norman Johnson, Executive Director

Colonel Joseph Stull, Board Chair

From: Dr. Jackie Boddie, Performance Officer

Re: Modified Sample Application Responses Due: February 14th

The PCSB has been alerted that new leadership will be in place July 1, at which time a thorough collaboration will result in a more comprehensive response to each area of the application. Please provide constructed narrative responses to the following areas of the educational plan by the February 14th due date.

- Mission and Philosophy
- Educational needs of the target student population
- The educational focus
- The goals
- Discuss the resources and instructional materials for the program
- Discuss the instructional methods and distinctive approaches under consideration
- Student progress and achievement
- Discuss plans to address the needs of exceptional students
- Present all evidence of progress on curriculum materials and development
- Progress on discussion of school organization and culture.
- Please go into more detail to respond to issues around **leading indicators** (attendance and suspension).
 - -Go into more detail around strategies for intensive academic support for learning.
 - -Please go into more detail around safety issues, order and student discipline.
 - -Discuss the topics under the area of **professional development**.
 - -Please discuss the anticipated sources of funds and the school's contingency plan in the event of continuing declining enrollment.

1	Public Hearing Procedures
2	Revocation Proposal; Executive Summary
3	Public Hearing Questions
4	Revocation Proposal Response from IDEA
5	Supporting Documents
6	
7	
8	
9	
10	



**DC Public Charter School Board
Public Hearing**

February 2, 2012

Proposal to Revoke the Charter of

**INTEGRATED DESIGN AND ELECTRONIC ACADEMY
PUBLIC CHARTER SCHOOL**

1027 45th Street, NE
Washington, DC 20019

6:30 pm 8:30 p.m.

Table of Contents

1. Public Hearing Procedures
2. Revocation Proposal: Executive Summary
3. Public Hearing Questions
4. Revocation Proposal Response from IDEA
5. Supporting Documents (Letters, Testimony, etc.)

PUBLIC HEARING PROCEDURES

The hearing will be open to the public. The procedures that will be followed at the informal hearing are listed below:

1. Brian Jones, the Board's Chair, will make an opening statement presenting the basis for the proposed revocation, as outlined in the Board's decision letter of December 21, 2011.
2. Integrated Design and Electronic Academy Public Charter School (IDEA) will be allotted thirty (30) minutes to present oral testimony to the Board concerning the proposed revocation.
3. Sixty (60) minutes will be allotted for a question and answer session between the Board and IDEA.
4. Thirty (30) minutes will be allotted for public comment. During this time, an individual may present up to two (2) minutes of oral testimony to the Board, or may submit written comments to the Board to be placed in the record.

The Board will render a final written decision on the revocation of IDEA's charter within 30 days after the conclusion of the hearing.

Executive Summary: Integrated Design and Electronic Academy (IDEA)

I. IDEA is a candidate for revocation based on the following violations of the *School Reform Act §38-1802.04*:

The school failed to meet the goals and student academic achievement expectations set forth in its charter evinced by the Performance Management Framework, DCCAS outcome data (2002-2011), and the three-year Program Development Review (PDR) trend report

PMF: 2 Tier III School Programs

- **Tier III Middle School Report Card:** The school achieved the following points:
 - Student Progress: 11/possible 40 points
 - Student Achievement: 5.72/possible 25 points
 - Gateway: 4.5/possible 15 points
 - Leading Indicators: 8.04/possible 20 points
- **Tier III High School Report Card:** The school achieved the following points:
 - Student Progress: 10.78/ possible 15 points
 - Student Achievement: 3.4/possible 30 points
 - Gateway: 10.33/possible 30 points 6.42/possible 25 points
 - Leading Indicators: 8.04/20 possible points

DCCAS outcome data (2002-2011)

Year DCCAS	% Learners Not Proficient Reading	% Learners Not Proficient Mathematics
2002	76%	71%
2003	72%	70%
2004	68%	63%
2005	64%	72%
2006	78%	75%
2007	66%	70%
2008	55%	58%
2009	57%	60%
2010	59%	66%
2011	61%	62%

Program Development Review (PDR) 3-Year Trend Report demonstrates a downturn in the quality of curriculum and instruction.

Charter Revocation Proposal

Informal Public Hearing Questions

Integrated Design and Electronic Academy PCS

- 1. IDEA has failed to meet the goals and student academic achievement expectations set forth in its charter.**

Violation: *Charter Agreement Section II-A; Section IV-A, B and C, SRA §38-1802.04 (c)(1)(B)*

Background Information: The school's mission is to "develop young people with the academic, social, leadership and occupational skills to compete successfully in post secondary education/training and enter challenging careers in technical fields of work." Academic goals enumerated in include:

- Ensure that all graduates go to college or into meaningful employment
- Improve PSAT, SAT and ASVAB test scores between 7-1.0% each year. Students will be tested and retested on academic fundamentals until SAT averages are between 800 -- 1000 or higher.

PMF: 2 Tier III School Programs

- **Tier III Middle School Report Card:** The school achieved the following points:
 - Student Progress: 11/possible 40 points
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 - Gateway: 10.33/possible 30 points 6.42/possible 25 points
 - Leading Indicators: 8.04/20 possible points

Additionally, according to the (PMF), IDEA received a score of 0% in the area of college acceptance and 1.9 of a 7.5 possible points in the area of student SAT performance. Clearly, these goals have not been met.

The most glaring outcomes of the instructional program during past ten years (2002-2011), however, are reflected in its DCCAS results. The percentage of IDEA students not achieving proficiency in reading and mathematics has ranged from 55% - 76%. These results officially document the school's failure to meet its mission goals for student academic achievement expectations set forth in its charter. And this

failure constitutes a violation of the School Reform Act (SRA), *Charter Agreement Section II-A, Section IV-A, B and C, SRA §38-1802.04 (c)(11)(B)*.

Year DCCAS	% Learners Not Proficient Reading	% Learners Not Proficient Mathematics
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2007	66%	70%
2008	53%	58%
2009	57%	60%
2010	59%	66%
2011	61%	62%

Questions:

- What are the major components of the Board's vision for school turn-around at IDEA?
- The indicators of poor performance are reflected in IDEA's present culture:
 - Percentage of students reading below grade level (Literacy)
 - Low expectations in the school culture
 - Poor attendance
 - High suspension rate
 - High rate of Ds and Fs
 - Declining enrollment

Further evidence of these variables are cited in IDEA Board Minute documents 2010-2011 SY, described by the principal as "the most abused rules":

- Excessive absence*
- Excessive tardiness*
- Class disruption
- Hall Walking*
- Skipping Classes*
- Fighting
- Sleeping in Class
- Vulgarity
- Disrespect for adults

First, to what extent has the turn-around plan identified the impact of each poor performance indicator at IDEA? Secondly, discuss some of the strategies that will address each, in order to guarantee sustained academic improvement and subsequent, successful school turn-around? And finally, what alternative approaches to discipline will be implemented to lower the number of suspensions that presently address the abuses, so that students will be available for teaching and learning in school.

- Identify solutions around reconfiguring time-on-learning to prescriptively address the needs of IDEA's large population of struggling learners in reading and math?
- Identify and provide a rationale for the critical variables to be addressed in an on-going tiered professional development plan. What strategies for teacher retention will be implemented?
- What's the plan for the advanced learners who may get lost in programs focused on those who struggle? How will their time be configured?
- What will effective parent engagement look like and how will IDEA achieve it?

2. IDEA has failed to comply with the conditions, terms, standards, or procedures set forth in the charter.

Violation: *Charter Agreement Section II-A; Section IV-A, B and C, SRA §38-1802.13(a)(1).*

3. IDEA failed to prepare a petition for approval of the revision and file the petition with the eligible chartering authority that granted the charter.

Violation: *SRA §38-1802.04(c)(10).*

Background Information: The school was chartered to serve student populations in grades 7-12. However, the school has illegally operated an evening adult education program and a G.E.D. program. These programs lie outside the condition, terms, standards or procedures set forth in its charter. The implementation of both these educational programs constitutes a violation of the School Reform Act (SRA), *Charter Agreement Section II-A; Section IV-A, B and C, SRA §38-1802.13(a)(1): a violation of the conditions, terms, standards, or procedures set forth in the charter.* No amendment to revise the charter, in order to administer these programs was submitted to the Charter Board for approval; a violation of *SRA §38-1802.04(c)(10).*

Questions:

- When did the adult education program begin?
- When did the G.E.D. program begin?
- What is the status of each?

**Integrated Design & Electronics Academy Public Charter
School**

Board of Trustees

1027 45th Street, NE
Washington, DC 20019
202.399.4750
Fax 202.399.4387

January 4, 2012

BY HAND AND E-MAIL

Brian Jones
Chair
Public Charter School Board (PCSB)
3333 14th Street, NW, Suite 210
Washington, D.C. 20010

Re: PCSB Proposal to Revoke IDEA PCS Charter and Request for a Hearing

Dear Mr. Jones:

IDEA PCS received a letter dated December 21, 2011, proposing that its charter be revoked. IDEA PCS requests a hearing on the proposed revocation of IDEA PCS's charter. IDEA PCS will provide a plan at the hearing that addresses PCSB's concerns. IDEA PCS further requests that the hearing be scheduled at the latter part of the 30-day time frame to allow sufficient time to prepare for this important hearing.

Should you have any questions, please contact me at (478) 390-1367 or Col (R) Norman Johnson at (202) 399-4750 ext. 207.

Thank you for giving consideration to our request.

Sincerely,

[Redacted Signature]

Joseph E. Stull
Chairman
IDEA Public Charter School



Set the IDEA - Making Young Americans Better Citizens
Children First!



Cc:

Board Members

Emily Bloomfield

Will Marshall

Skip McKoy

Sara Mend

Don Soifer

Darren Woodruff



Get the IDEA - Making Young Americans Better Citizens
Children First!



Did the Dec. 7 communication say they
were "not a candidate for charter renewal" or
did it say they were "a candidate for charter renewal"?

I don't know

Questions/IDEA:

Please identify the areas of concentration on which the school will focus:

(Year 1 specifically)

(Year 2) and

(Year 3).

Identify the school's performance goals: Year 1 - 3

Discuss how the resources (material) will lead to the accomplishment of the school's goals. How will they inform instructional decisions and assist teachers in meeting the needs of all students, particularly, the large population of struggling learners at IDEA.

Discuss the intensive academic support strategies to be used for the large struggling learner population? Include a discussion of the structure of the school day and the school year, as it will be organized for instruction.

What special models for classroom management and student motivation will be included in the application of instructional models?

Describe the school's philosophy of discipline and identify specific best practices in disciplining adolescents that will be applied in the restructured discipline plan, given the historical high rate of suspensions.

What is the plan to achieve high school-wide attendance levels? Add please your plan to work with families, in order to achieve and maintain a significant reduction in the number of tardy arrivals to school, and to class, where instruction is missed.

What professional development needs has IDEA identified for teachers, administrators and other staff?

Discuss, with specificity, the Board of Trustees' plan to provide monitoring of student performance and hold school leadership accountable for performance outcomes.

If enrollment does not meet expectations, describe the contingency plan to achieve budget projections for years 1-3.

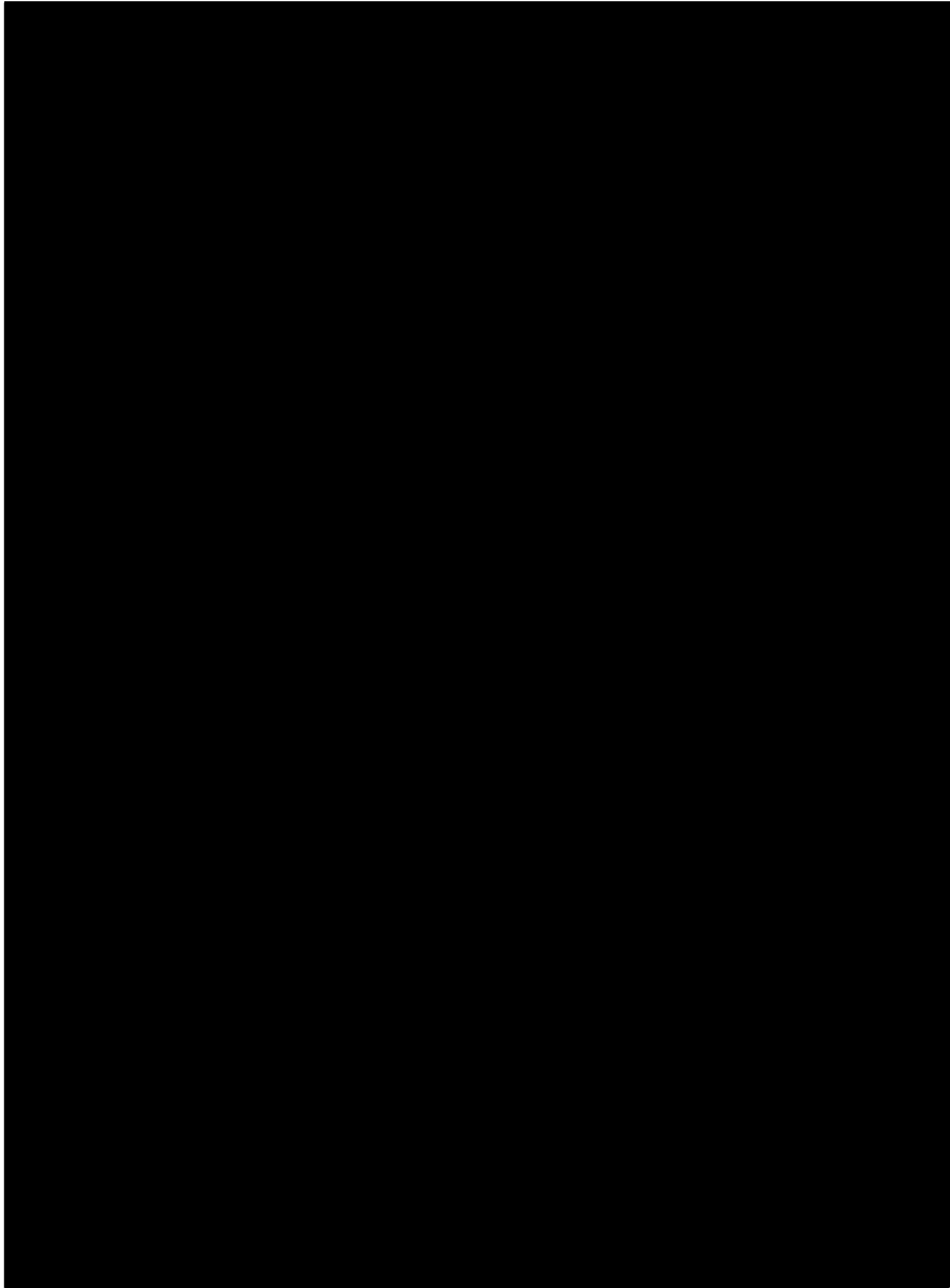
Meeting Agenda

Staff Meeting

Date: Monday, February 6, 2012
Time: 10:00 AM

Location: Duke Ellington

IT	Agenda Topic	Presenter	Duration
1	ED Update	SP	10 mins
	<u>Systems</u>		
1	SPT Updates	SE/MM/SM	5 mins
2	SPED Updates	CP	5 mins
3	HR Update	CH	5 mins
4	Finance/Operations Update	AW/O	5 mins
5	IT and Data Updates	LB/AM	5 mins
	<u>Relevance</u>		
1	Communications Update	AW/SD	5 mins
	<u>Culture</u>		
1	Shout Outs	al	5 mins

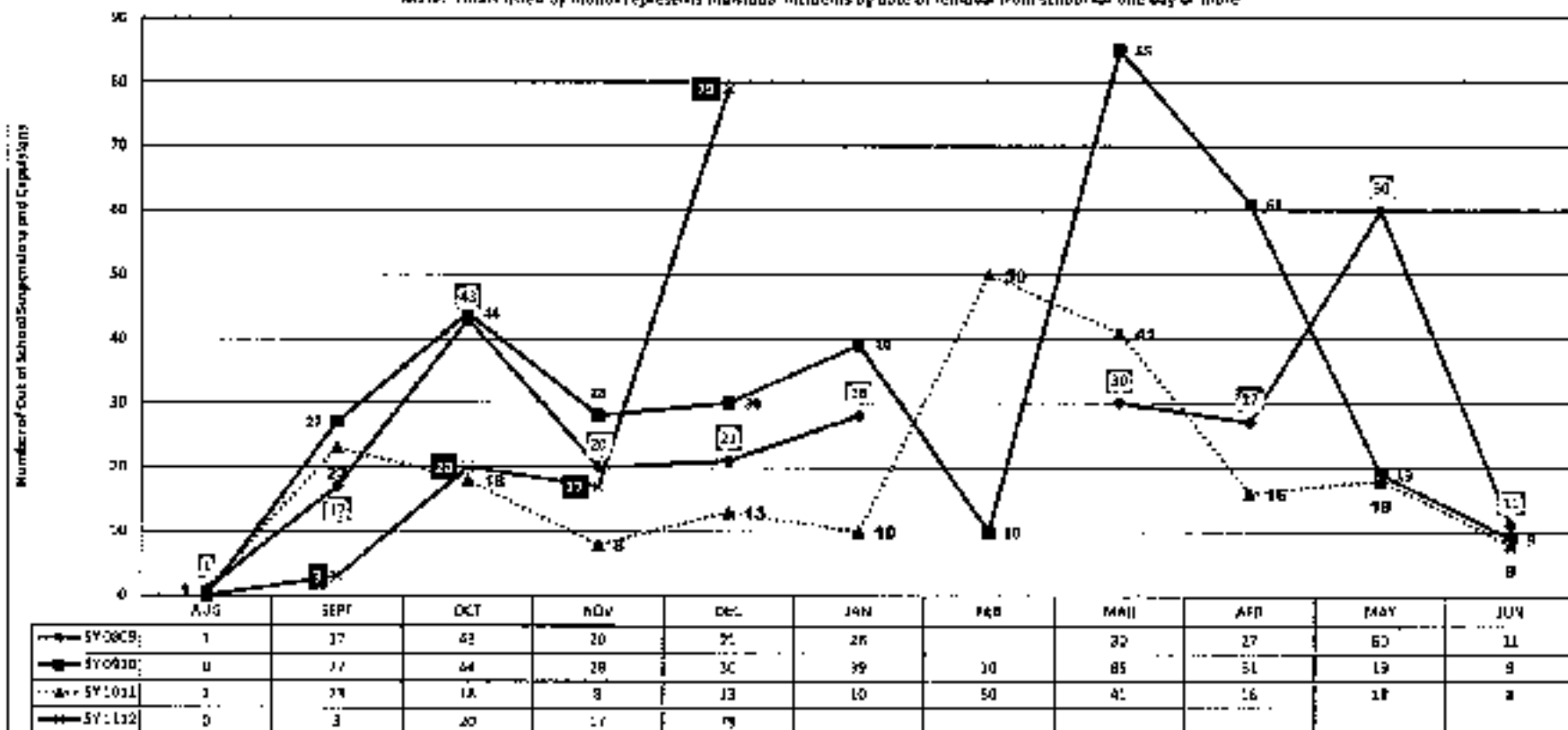


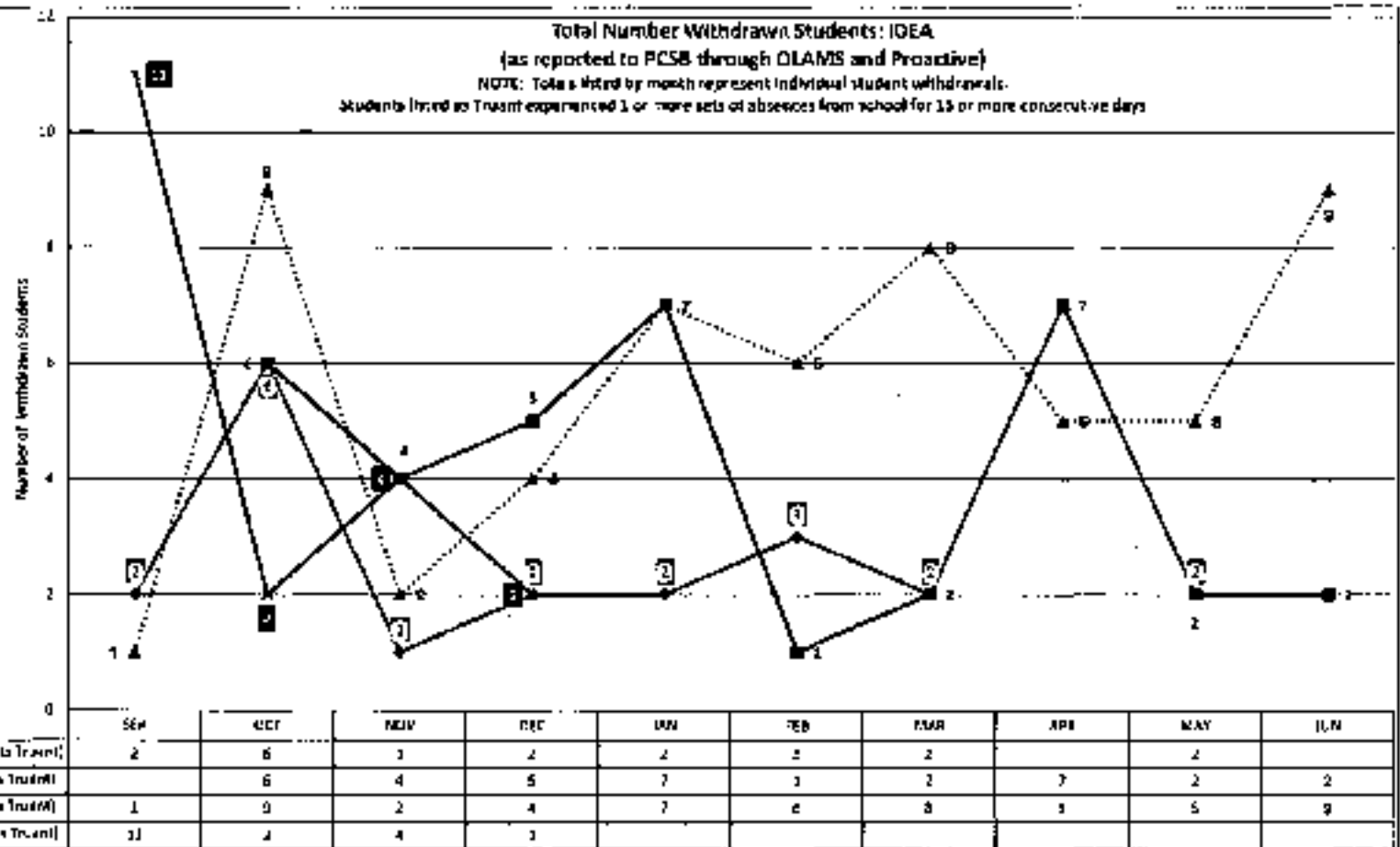
Stanley Conyer

Total Number of Suspensions and Expulsions: IDEA

(as reported to PCSB through Proactive and Quarterly Discipline Reports)

NOTE: Totals listed by month represents individual incidents by date of removal from school for one day or more





IDEA Performance Management Framework Report Cards

Middle School Report Card

High School Report Card



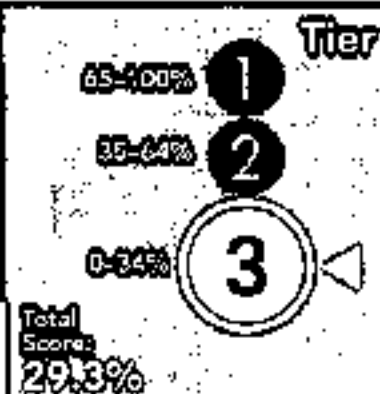
WARD 7

Integrated Design & Electronic Academy

1027 45th Street, NE
Washington, DC 20019

7-8th

(202) 399-4750
www.ideapcs.org



School Profile

Board Chair:
Joseph Stull

Principal:
Charlotte Bunn-Lewis

Total Enrollment: 389

Grades Served:

☐ PS ☐ PK ☐ K ☐ 1 ☐ 2 ☐ 3

☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10

☒ 11 ☒ 12 ☐ GEO ☐ ADULT ED

2012-13 Application Deadline:
July 16, 2012

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 20 to 1

School Mission:

The mission of the Integrated Design Electronics Academy (IDEA) Public Charter School Military Academy is to develop young people with the academic, social, leadership and occupational skills to compete successfully in post-secondary education/training and enter challenging careers in the technical fields of work.

Unique School Characteristics

- Advanced Placement courses in Calculus, Chemistry, English, US & World History
- Career & Technical Courses in computer science, computer assisted drafting & electrical house wiring

- Students can earn industry certification in A+ Computer Repair, Network+, and CISCO (CCNA) for **improvement**.
- Full JROTC program for grades 9-12

Tier Explanations

- High Performing
- Mid Performing
- Low Performing

For schools serving grades 3-8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers. Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics



African American	100.0%	English Language Learners: 0.0%
Hispanic/Latino	0.0%	Low Income: 87.1%
Caucasian	0.0%	Special Education: 13.1%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*
Ride: Dearwood Metro Station

*Please check www.wmata.com for updates

Integrated Design & Electronic Academy

School Performance Report 2010-2011

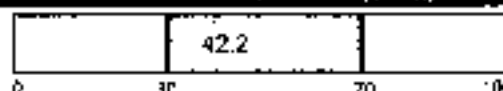
Grades measured: 7-8



Points Earned	Percent of Possible Points
Points Possible	

Student Progress (40 points): Academic improvement over time

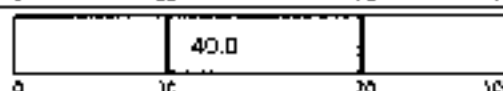
Growth on DC-CAS Reading over time



6.1
20.0

30.4%

Growth on DC-CAS Mathematics over time



5.0
20.0

25.1%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

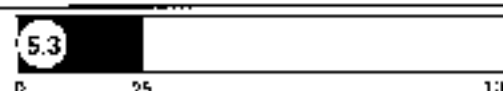
Proficient and Advanced



1.93
10.0

19.3%

Advanced only



0.53
2.5

21.1%

DC-CAS Mathematics

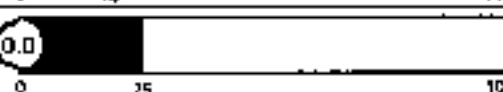
Proficient and Advanced



3.26
10.0

32.6%

Advanced only

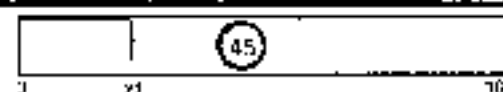


0.00
2.5

0.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 8th grade Mathematics

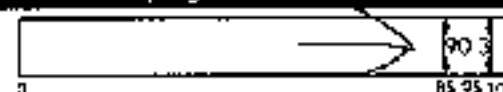


4.5
15.0

29.9%

Leading Indicators (20 points): Predictors of future student progress and achievement

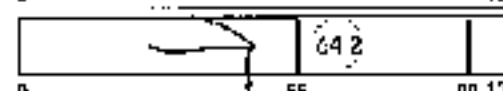
Attendance



5.3
10.0

52.6%

Re-enrollment in this school



2.74
10.0

27.4%

TOTAL SCORE

TIER 3

29.3
100.0

29.3%

For a more detailed explanation of the indicators, see our user guide.



School Performance Report 2010-2011



Integrated Design & Electronic Academy

1027 45th Street, NE
Washington, DC 20019

(202) 399-4750

www.ideapcs.org

45-100%

1

Tier

35-44%

2

0-34%

3

Total Score:

30.9%

School Profile

Board Chair:

Joseph Stull

Opened: 1998-1999

Principal:

Charlotte Blount-Lewis

Total Enrollment: 389

Grades Served:

☐ PS ☐ PK ☐ K ☐ 1 ☐ 2 ☐ 3

☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10

☒ 11 ☒ 12 ☐ GED ☐ ADULT ED

2012-13 Application Deadline:

July 16, 2012

Percentage of Highly Qualified Teachers: 87%

Student-to-Teacher Ratio: 25 to 2

School Mission:

The mission of the Integrated Design Electronics Academy (IDEA) Public Charter School Military Academy is to develop young people with the academic, social, leadership and occupational skills to compete successfully in post secondary education/training and enter challenging careers in the technical fields of work.

Unique School Characteristics

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Native American/Indian	0.0%
Other	0.0%

English Language Learners: 0.0%

Low Income: 87.1%

Special Education: 3.1%

Transportation



Metro/Bus Service*
Rail: Dearwood Metro Station

*From <http://www.washington.gov> for updates.

Integrated Design & Electronic Academy

School Performance Report 2010-2011

Grades measured: 9-12

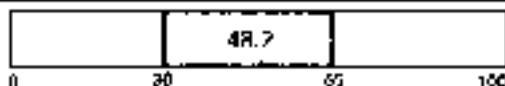


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test score improvement over time

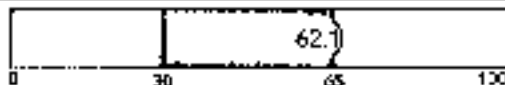
Growth on DC-CAS Reading over time



$\frac{5.9}{7.5}$

51.9%

Growth on DC-CAS Mathematics over time



$\frac{5.9}{7.5}$

71.8%

Student Achievement (30 points): Meeting or exceeding standards

Reading 10th DC-CAS

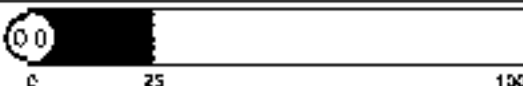


$\frac{2.1}{10.0}$

21.5%

Proficient and Advanced

Advanced only



$\frac{0.0}{2.5}$

0.0%

Mathematics 10th DC-CAS

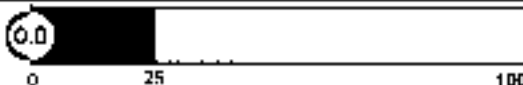


$\frac{1.3}{10.0}$

12.6%

Proficient and Advanced

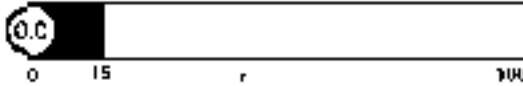
Advanced only



$\frac{0.0}{2.5}$

0.0%

Advanced Placement and International
Baccalaureate performance (12th)

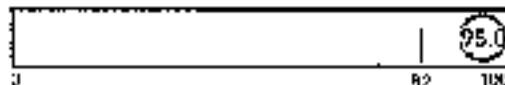


$\frac{0.0}{5.0}$

0.0%

Gateway (30 points): Outcomes aligned to college and career readiness

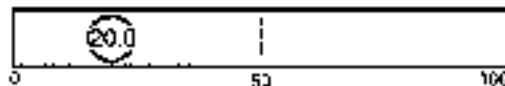
Graduation rate



$\frac{5.4}{7.5}$

72.5%

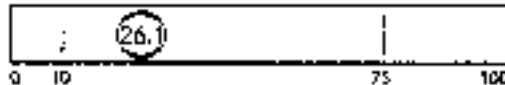
PSAT performance (11th)



$\frac{3.0}{7.5}$

40.0%

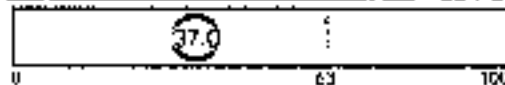
SAT performance (12th)



$\frac{1.9}{7.5}$

25.7%

College acceptance rate

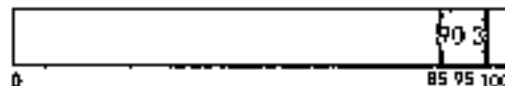


$\frac{0.0}{7.5}$

0.0%

Leading Indicators (25 points): Predictors of future student progress and achievement

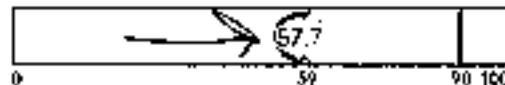
Attendance



$\frac{5.3}{10.0}$

53.3%

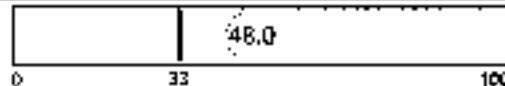
Re-enrollment in this school



$\frac{0.0}{10.0}$

0.0%

9th grade credits (on track to graduate)



$\frac{1.1}{5.0}$

22.4%

TOTAL SCORE

TIER 3

$\frac{30.9}{100.0}$

30.9%

For a more detailed explanation of the indicators, see our user guide.

IDEA Program Development Review (October 25 – 26) Rebuttal

PCSB Staff Response: *Dr. Jackie Boddie*

Integrated Design & Electronics Academy Public Charter School

1027 45th Street, NE
Washington, DC 20019
202.399.4750
202.399.4387 (Fax)

MEMORANDUM

TO: Public Charter School Board (PCSB)
ATTN: Dr. Jackie Boddie
3333 14th Street, NW, Suite 210
Washington, D.C. 20010

FROM: Integrated Design and Electronics Academy (IDEA) Public Charter School
IDEA Board Chair and Executive Director
1027 45th Street, NE
Washington, D.C. 20019

DATE: November 29, 2011

SUBJECT: PDR 25-26 October 2011

IDEA PCS's Program Development Review (PDR) was conducted at IDEA Public Charter School on 25-26 October 2011. The some of the findings of the PDR were surprising, as they did not reflect the documentation that was presented, the responses and evidence provided in the interviews, or the rubric upon which we were assured all feedback and recommendations would be based. This notice serves as a formal rebuttal and we are sincerely requesting reconsideration on the PDR ratings issued and areas of concern noted.

We have attached a detailed summary of the items as well as a summary of our concerns. We strongly feel that that our long time mission and focus are not understood or accepted by the Public Charter School Board. This in turn seems to result in our mission/focus not being accurately assessed by the PDR team and its supporting assessment tools.

IDEA PCS truly appreciates the thoroughness of the monitoring team but is concerned that the uniqueness of our school and its mission is not accurately captured and assessed in a way that truly shows our successes with our students. Thank you very much for your attention to our official request.

[Redacted Signature]
Charlotte Blount-Lewis
Principal
IDEA Public Charter School

[Redacted Signature]
Norman N. Johnson
Executive Director
IDEA Public Charter School



Get the IDEA - Making Young Americans Better Citizens



Enclosures:

1. PDR Summary

Cc: Mrs Jackie Scott-English
Mr. Brian Jones
Mr. Brian Woodruff
DARREN



Get the IDEA - Making Young Americans Better Citizens



PROGRAM DEVELOPMENT REVIEW (PDR) DETAILED COMMENTS

On October 25, 2011 and October 26, 2011 a Program Development Review was conducted at IDEA Public Charter School. Many of the findings were consistent with the expectations of the School Leadership as well as the Board of Trustees; however some significant areas did not. These findings of the PDR were somewhat surprising, as they did not reflect; 1) the documentation that was presented, 2) some of the responses provided in the interviews, or the view of the NAF transformation/restructuring we have been following for the past year. While the PDR team expressed some improvements in a few areas and identified some strengths, it also indicated the Curriculum and Instruction ratings decreased or essentially remained the same. Our scores were better in the Curriculum area at the February 2010 PDR. The Curriculum we are using was prepared by a Curriculum consultant expert recommended by our PCSB technician prior to our February 2010 PDR. We strongly feel that the curriculum contains the items that make it a valid curriculum. We are only providing substantive comments to those items with which we strongly object. This notice serves as a formal appeal of the finding in those areas in which we disagree and we are humbly requesting a reconsideration of the ratings issued and areas of concern noted.

Below are the comments made by the reviewers (report narrative), the exact language of the PDR rubric, the documentation and responses provided by the school as well as a statement regarding the difference between the findings and the evidence.

Section/Rating	PDR Team Area of Improvement	Rubric Statement (Adequate)	Rebuttal
Curriculum and Standards - 1.1a - Limited Was Adequate on February 2010 PDR	There were strengths noted in 4-5 areas that supported improvements in the curriculum. A review of documents and interviews confirmed that the JROTC Program delivers a scripted curriculum. - A review of the master schedule revealed that the school offers a well-rounded program of elective courses, such as ballet, drama, and college and career research. - Curriculum for the life science course was scripted and was developed by the American Association for Applied Science.	The document includes the identification of essential knowledge and skills that all students are expected to achieve in all core courses and some elective and mission specific courses.	The rubric clearly states that an adequate curriculum includes the identification of essential knowledge and skills that all students are expected to achieve in all core courses and some elective and mission specific courses. The reviewers were provided with our curriculum documents for the core and some elective courses. Also, the unit plans for the year were submitted for core content courses and most elective courses. There was no statement regarding the key components missing from our curriculum that resulted in our receipt of a limited rating in this category. We believe our performance and evidence

Section/Rating	PDR Team Area of Improvement	Rubric Statement (Adequate)	Rebuttal
	• Leadership and teacher interviews revealed that the IDRA is a member of the National Academy Foundation (NAF), which provides a scripted curriculum for the web design course.		supported a rating of at least adequate as this is essentially the same curriculum (with the English, Language Arts and Mathematics being aligned to the new Common Core State Standards and refinements and revisions during the summer and fall of 2011 to all curriculum documents), that was reviewed as adequate in February 2010. Cluster teams at IDRA were trained by NAF last spring and have developed themes for each cluster to implement in the 2011 SY with the goal of developing integrated units around the themes.
Curriculum and Standards - 1.1b - Limited Was Adequate on February 2010 PDR	The curriculum aligns with the state and/or national standards.	Standards have been aligned to all relevant state and national standards to all core courses and some elective and mission specific courses. For high school programs, core courses include all required courses for graduation.	The standards were developed and aligned with the state standards. The mathematics curriculum has also been correlated to DCPS, Montgomery and Prince George's county to ensure that the curriculum is as rigorous and paced like the curriculum in surrounding school districts and the Common Core State Standards. We believe our performance and evidence supported a rating of adequate.
Curriculum	Teacher interviews and documents	All curriculum components for mission-	The curriculum aligns with school's

Section/Rating	PDR Team Area of Improvement	Rubric Statement (Adequate)	Rebuttal
and Standards - 1.1c - Limited Was Adequate on February 2010 PDR	validate that, in the absence of written curricula, teachers are developing instructional units and lesson plans for all core and elective courses to inform instructional decisions. In most cases, only one unit has been developed for this school year • While the school is engaged in a new curricular design and development process with academic courses being in various stages of completeness, a review of documents and teacher interviews validate that the school still does not have a comprehensive, written curriculum that is aligned with state and/or national standards as noted in last year's PDR.	specific courses/programs are partially aligned with the school's mission, goals and philosophy	mission, goals and philosophy. The mathematics department's mission, goals, and philosophy have been written to align with the school's mission to include the course of study for courses for the junior academy through high school,
Instruction - 2.4 Limited Was Proficient on February 2010 PDR	Observations of co-taught classes revealed that specific widely adopted instructional and environmental strategies are not used on a consistent or effective basis so as to enhance the learning experience of the students with IEPs. Interviews revealed that at the time of the PDR the Special Education teachers did not have a common planning with each other or with the teachers with whom they co-teach.	Adequate 2.4a The school has alternative strategies and instructional adjustments in place to meet the individual needs for students with special needs according to IRP objectives. Proficient 2.4a - The school has alternative strategies and curricular/instructional modifications in place that are consistently and appropriately implemented to meet the individual needs for special education students according to IEP objectives. Adequate 2.4b Essential staffing and	The rating for this area decreased from proficient to limited. IDEA is using the same strategies, methods and personnel that earned them a proficient in February 2010. The PDR team presented a Preliminary SPED report to the leadership team indicating IDEA had serious deficiencies in the SPED area. The SPED coordinator opened up the SEDS program and showed the PDR team that this document was in error. The team recognized IDEA's strengths in compliance but focused on co-taught classes where all co-teachers do not have common planning time. This is a

Section/Rating	PDR Team Area of Improvement	Rubric Statement (Adequate)	Rebuttal
		material resources are allocated to help support students with special needs. The school provides some scheduled staff training opportunities to ensure appropriate use of material resources and most effective support of the student. Proficient 2.4b-The school has allocated ample staffing and sufficient material resources to ensure appropriate help to support students with special needs. The school provides regularly scheduled staff training opportunities to ensure appropriate use of material resources and most effective support of the student.	response that has little merit because IDEA's model not only works structurally it allows IDEA to provide common planning for cohort and content area teachers. The common planning time for the co-teachers as well as SPED teachers is on Fridays but due to the fact that there will always be some conflict due to scheduling we feel a limited is unwarranted and the rating should be proficient and no lower than adequate.
Instruction - 2.2 - Limited Was Limited on February 2010 PDR	Observations confirmed that the concern registered in the PDR for 2010-2011 in the following area remains "... the team observed minimal use of technology to enhance and extend instructional delivery in the Core classes." Interviews with teachers and leadership revealed that the position of Reading Specialist had been eliminated for this year and that there are plans to hire someone to assist in this area on a contract basis. There is no documented plan for the extensive and on-going professional development needed by	The school adequately implements programs and provides adequate resources to help students who are struggling academically, advanced learners, and/or students not making reasonable progress to meet school goals.	Teachers use technology and indicated in lesson and unit plans. This resource was not taught in all classes monitored on that day. The evidence of use in the interviews with teachers was evident that technology is used in their classes at least once or twice a week. What IDEA is doing clearly meeting the mandates of the adequate rating. As funds and grants become available, IDEA will continue to upgrade the program to the proficient level. The programs like Just Read it and Drop Everything and Read are programs that

Section/Rating	PDR Team Area of Improvement	Rubric Statement (Adequate)	Rebuttal
Instruction - 2.4 - Adequate Was Proficient on February 2010 PDR	staff in order to assure that all teachers can perform as teachers of reading. Interviews with teachers and leadership revealed that programs such DEAR (Drop Everything and Read), Just Read It, Accelerated Reader, and Book Club combined with the assistance of the SES providers have been adopted in place of reading classes to support the improvement of test scores in that area	The school day, the annual calendar, and master schedule reflect a strong focus on providing multiple opportunities for instructional planning to meet academic student needs and enhance the instructional program.	have proved successful in helping struggling students but the school received little rating credit for those programs. They were even considered "areas needing attention" in the rating. In response to the limited rating in 2010, the school has instituted the position of coach. The coaches role is to develop collaborative, growth-oriented, learning-focused relationships with teachers that are based on the following assumptions. ➤ induction is an investment in retention, integration and continual growth (there will be beginning teachers on staff next school year; ➤ emotional safety is necessary to produce cognitive complexity (a safe space where communication between the coach and the teachers will indicate high attention and high expectations for students and teacher will be carefully balanced and supported); ➤ coaching relations will offer opportunity for reciprocal growth and learning (adding renewal for experienced teacher and increasing confidence for novices); ➤ then central goal for coaching programs is improved student learning and achievement; and ➤ a successful coaching program will be integral to the implementation of
	Although the school has provided adequate time for common planning and professional development as well as support through the implementation of lead teachers, the lessons that were observed and documents reviewed revealed that instructional strategies are not being monitored to determine effectiveness, impact or level of implementation.		

Section/Rating	PDR Team Area of Improvement	Rubric Statement (Adequate)	Rebuttal
			school and district wide initiatives (that is a focus on data driven instruction using assessment data and school/district/common core standards). Instructional coaches have been appointed to work with mathematics, English, and Language-Arts teachers. Coaches are providing the following support Embedded Classroom Mentoring: Direct contact time with teachers. Teachers receive one-on-one interactive sessions with coach. Classroom mentoring will include lesson modeling done by the trainer, classroom observations, lesson debriefing sessions, team teaching, lesson planning, and effective strategies applied to lessons. Additional contact will be made with teachers of students with disabilities so that enhanced discussion between general education teachers and special educators can occur and to deal with classroom management issues. Mini PD Sessions: The coach will provide an agenda for each mini-session to school administrators. These sessions will be one-on-one, or small group during the teacher's planning period. Each mini-session will focus on a specific aspect of lesson

Section/Rating	PDR Team Area of Improvement	Rubric Statement (Adequate)	Rebuttal
			planning, content, progress monitoring, problem-solving/problem-based instruction and/or classroom management challenges with suggestions, follow-up, support and monitoring to assist teachers with implementation before our next meeting. Topics for mini-professional development sessions: • Instructional delivery methods • Focus each phase of a inquiry-based instructional model • Encouraging students' use and discussion of multiple representations • Using roles within cooperative learning groups to encourage accountability • Enhancing problem-based/project-based learning techniques • Wait time • Using quick assessments such as exit slips to inform instruction • Encouraging effective student summarizing and note taking • Effective questioning strategies including Depth of Knowledge levels • Collaboration/planning with colleagues • Managing manipulatives • Correcting homework and utilizing it as a learning tool

Section/Rating	PDR Team Area of Improvement	Rubric Statement (Adequate)	Rebuttal
			• Creating high expectations for student work and suggestions for effectively displaying it • Encouraging efficient use of technology in the classroom • Strategies for creating and maintaining a classroom environment that is conducive to learning In additional to the daily planning periods allocated for our teachers to plan, every Friday is given to them for both professional development and/or instructional planning. The rubric states that "the annual calendar and master schedule reflect a strong focus on providing multiple opportunities for instructional planning to meet academic student needs and enhance the instructional program". Our annual calendar reflects the fact that there are more than multiple opportunities. Our school, however, received an adequate for reasons that are NOT related to the rubric for this category and would have been more relevant in 2.1 or 2.2 ("the lessons that were observed and documents reviewed revealed that instructional strategies are not being monitored to determine effectiveness, impact or level of implementation").

Section/Rating	PDR Team Area of Improvement	Rubric Statement (Adequate)	Rebuttal
3.1c Adequate		Assessment results, by most subgroups, are analyzed and discussed at least quarterly according to the assessment utilization plan to inform instruction at the school and classroom levels. Results are reported in a format that may be used easily to make school/classroom level decisions.	None



TO: Integrated Design and Electronics Academy (IDEA) Public Charter School
Attn: Colonel J. Stull, Board Chair
Colonel Norman Johnson, Executive Director

FROM: Public Charter School Board (PCSB)
Dr. Jackie L. Boddie, Academic Performance Officer

DATE: December 21, 2011

SUBJECT: PCSB Official Response to the Program Development Review 2011 Rebuttal dated November 29, 2011

Attached you will find the official responses from the Educational Consultants who conducted the Program Development Review of IDEA Public Charter School on October 25-26, 2011.

Cc: Mrs. Charlotte Blount-Lewis, Principal, IDEA PCS

Ms. Jacqueline Scott-English, Director of School Improvement

Mr. Brian Jones, Chair, PCSB Board

Mr. Darren Woodruff, Member, PCSB Board

*PCSB Official Response to the Instructional Program Development Review
October 25-26, 2011*

Concern	Educational Consultants' Response
1) <i>Curriculum and Standards. 1.1a/b- Limited Rating:</i> <i>"the rubric clearly states that an adequate curriculum includes the identification of essential knowledge and skills that all students are expected to achieve in all core courses and some elective and mission specific courses." The reviewers were provided with our curriculum documents for the core and some elective courses. Also, the unit plans for the year were submitted for core content courses and most elective courses.</i>	1) The 2011 Program Development Team noted that, according to the teacher charged with facilitating the new process, the school initiated a new curricular design process in the summer of 2011. This design is in various stages of development; consequently, the school still has no <u>written, comprehensive curriculum</u> in place that aligns with state and national standards: fourth PDR Review Team Visit.
	The teacher charged with the development of the <u>new</u> curriculum shared that the timeline for completion is <u>the end of the school year</u>; to date only <u>instructional units have been developed in "each core course"</u>. Elective courses are less developed than core subjects.
	The school's new process does not include the components of comprehensive, written standards to be addressed and assessed for the school year. The Program Development Review Team recognized that the school is working on developing one unit at a time and that the school was not able to share at what point during the school year specific standards would be taught: <i>i.e.</i>, the process lacked essential pacing charts in its developing curricular design.
	The school is working with several different sets of standards, including vocational foci, JROTC foci, and comprehensive approaches for the high school diploma. The school has no documents that illustrate how these various standards are <u>infused and integrated</u>; lesson plans do not stipulate any integration or infusion of the various

*PCSB Official Response to the Instructional Program Development Review
October 25-26, 2011*

	standards applied.
	The school has <u>two</u> scripted curricula (JROTC and NAF Web Design); however, these courses do not replace the need for a comprehensive written curriculum for <u>all</u> core and elective courses.
	The PDR Team shared the requirements of a comprehensive curriculum with the teacher responsible for curricular documents and school leadership: -Standards to be addressed and assessed. -Pacing charts as instructional guides for the school year -Number of hours/minutes per week to be devoted to each course -Instructional materials to be used -Instructional strategies inclusive of any distinctive techniques/pedagogy to be implemented -Formative assessments -Summative Assessments The missing elements were provided in the <u>recommendations on page 8 (1.1) of the report</u>. (Please note that the Public Charter School Board provided each school with a Curriculum Handbook (Toolkit for Curriculum Building) which outlines all of the required components.)
2) <i>Instruction 2.2: - Limited Rating: Teachers use technology and indicated in lesson and unit plans. This resource was not taught in all classes monitored on that day.</i>	2) Minimal use of technology was observed during the visit.
<i>Instruction 2.2: - Limited Rating: The evidence of use in the interviews with teachers was evident that</i>	All interviews between the teachers and the PDR Team were held in strict confidence and teacher responses were



DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

*PCSB Official Response to the Instructional Program Development Review
October 25-26, 2011*

<i>technology is used in their classes at least once or twice a week.</i>	transferred to the final Report.
<i>Instruction 2.2: - Limited Rating: What IDEA is doing clearly meets the mandates of the adequate rating. As funds and grants become available, IDEA will continue to upgrade the program to the proficient level. The programs like "Just Read" and "Drop Everything and Read" are programs that have proved successful in helping struggling students; but the school received little rating credit for those programs.</i>	Cite the research that substantiates that DEAR has significant effects on the improvement of students' reading skills? How is learner progress consistently monitored for growth and prescriptive instruction? The school has plans that they shared for putting together some classes on Friday afternoons for struggling students, but only the middle academy has actually begun such a program. And if such a program takes place school-wide on Friday afternoons, what will happen to the professional development plans that the school has said it will have in place for Friday afternoons? Additionally, for the second year in a row, there is no Saturday Academy. The team was also concerned over the number of 9th graders who had failed last year and had not been placed in a summer school program 2011.
<i>Instruction 2.4: - Limited Rating: The rating for this area decreased from proficient to limited. IDEA is using the same strategies, methods and personnel that earned them a proficient in February 2010.</i>	The Special Education Performance Officer that the SPED Report (2011-2012) corroborated the <i>limited rating</i> based on the downward trend in reading and/or math proficiency scores from 2009 - 2011 in this subgroup from 20% and 30% proficiency to 11.1% proficiency. <i>"The PDR team's observations of co-taught classes revealed that specific and widely adopted instructional and environmental strategies are not used on a consistent or effective basis, to enhance the learning experience of the students with IEPs. This may be a contributing factor to the downward</i>

*PCSB Official Response to the Instructional Program Development Review
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	<i>word of DC CAS SPED subgroup proficiency."</i>
<i>Instruction 2.4b: Adequate Rating: The PDR team presented a Preliminary PCSB-SPED Report to the leadership team that indicated IDEA had serious deficiencies in the SPED area. The IDEA SPED coordinator opened up the SEDS program and showed the PDR team that this document was in error.</i>	The PDR Team reviewed the report that the Special Education Officer forwarded. The team did not rely on this report after the school's SPED coordinator clarified the SPED information for IDEA, using SEDS data.
<i>The team recognized IDEA's strengths in compliance but focused on co-taught classes where all co-teachers do not have common planning time</i>	Observations did not reveal that strategies were in place to efficiently and effectively address the needs of the students. To enhance these teaching/learning variables in the classroom, the evaluators concluded that the SPED teachers would benefit from common planning "each" day, so they could learn from each other to enhance the efficiency and specificity of teaching and learning techniques. "in order to <u>meet student academic needs</u> more thoroughly". Thus the rating of <u>limited</u> , which indicates that effective strategies are in place and <u>being used</u> .
<i>Instruction -2.5: In response to the rating in 2010, the school has instituted the position of coach. The coaches' role is to develop collaborative, growth-oriented, learning-focused relationships with teachers.</i>	There was no official documentation verifying that coaches <u>have</u> actually presented and/or participated in the identified, extensive coaching program cited in the rebuttal document.
<i>In addition to the daily planning periods allocated for our teachers to plan, every Friday is given to them for both professional development and/or instructional planning. The rubric states that "the annual calendar and master schedule reflect a strong focus on providing multiple opportunities for instructional planning to <u>meet academic student needs and enhance the instructional</u></i>	The 2011-2012 PDR Team recommendations to more efficiently <u>meet the academic needs of learners</u> were: a. Develop a plan in which time is provided each week for whole group, small group, or individual professional development, since Friday afternoons are now used to address many other needs of the



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*PCSB Official Response to the Instructional Program Development Review
October 25-26, 2011*

<i>program.” Our annual calendar reflects the fact that there are more than multiple opportunities. Our school, however, received an adequate for reasons that are not related to the rubric for this category and would have been more relevant in 2.1, or 2.2 (“the lessons that were observed and documents reviewed revealed that instructional strategies are not being monitored to determine effectiveness, impact or level of implementation.”)</i>	a. school. b. Prioritize the need for 11th and 12th grade teachers to plan either as departments or in interdisciplinary cohorts.

2011- 2012 Program Development Review: Executive Summary/October 25 – 26

Program Development Review 3-Year Trend Report

2009-2012

DATA Dashboard



PROGRAM DEVELOPMENT REVIEW REPORT

2011-2012

Integrated Design and Electronics Academy (IDEA) Public Charter School
October 25-26, 2011

REVIEW TEAM MEMBERS:

Dianne Braddock
Dorothea Bush
Gail Golden
Barbara Nophlin

PCSB STAFF:

Dr. Jackie L. Boddie

EXECUTIVE SUMMARY:

Located in the Deanwood section of Ward 7, Integrated Design and Electronics Academy (IDEA) is a secondary school for grades seven (7) through twelve (12) with 362 students and 47 teachers. It is managed by an active Board of Trustees (BOT) utilizing a committee structure, and is led by an executive director who is assisted by a principal and her instructional and administrative staff. The school is organized around three pillars: academics, technology and JROTC. It has recently purchased membership in the National Academy Foundation (NAF) which is leading the school's implementation of project-based learning in the Junior Academy (grades 7-10) with a STEM (Science, Technology, Engineering and Mathematics) focus. The school also implements a successful student leadership development component that has resulted in several student leaders, respectful interactions among students and adults, and a school climate that is conducive to the teaching and learning process. It continues to provide outreach services to the community in which it exists, including the offering of an adult education course in electrical wiring from 6:00-9:00 PM. Construction of the IDEA Health and Wellness Center is still underway, and when completed will provide additional classrooms, athletic facilities, community health services, and opportunities for community members to avail themselves of the facility. Based on IDEA's failure to make adequate yearly progress on the DC CAS (annual state assessment) for the past several years, it has been identified as a Restructuring 2 school as required by

Governance:

The Board of Trustees exerts itself on behalf of the school within the local community and has established relationships throughout the Deanwood neighborhood. Its leadership is stable with several founding members in officer positions. Expertise among BOT members includes marketing, architecture, finance, and governance as well as organizational and strategic planning. There is an aggressive building plan for the new IDEA Health and Wellness Center, the purchase of an adjacent lot for parking, and a recently purchased house across the street to use for hands-on electrical and construction student projects. While the Board has spent time and resources on the technical career aspects of the school, it has failed to adequately address the school's academic targets on the OCCAS or to meet Safe Harbor, and the Initiatives have failed to lead to appreciable improvement in the school's academic performance. The BOT has established an Adult Education Program and hired a teacher in conflict with the educational plan approved in the IDEA Charter Application submitted to the DC Board of Education: "provide education for students in grades 9-12". In order to continue this practice a Charter Amendment may be required to preclude DC Public Charter School Board action, if the PGSP verifies that IDFA is out of compliance.

Program Development Review Summary

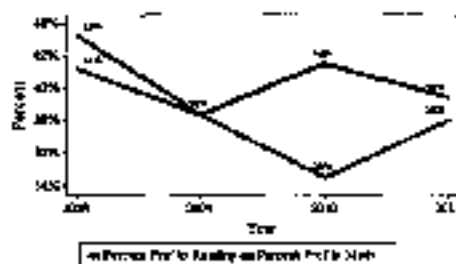
Curriculum and Standards	
1.1 The school has a clearly defined, comprehensive written curriculum in place that identifies the essential knowledge and skill that all students are expected to achieve and aligns with the state and/or national standards and the school's mission, goals and philosophy.	Limited
a. The curriculum identifies the essential knowledge and skills that all students are expected to achieve.	Limited
b. The curriculum aligns with the state and/or national standards.	Limited
c. The curriculum aligns with school's mission, goals and philosophy.	Limited
1.2 The school's curriculum is implemented with fidelity, and resources (human/material) are available to support the implementation of the curriculum.	Limited
a. The school's curriculum is implemented with fidelity.	Limited
b. Resources (human/material) are available to support the implementation of the curriculum.	Adequate
1.3 There are clear, regular and ongoing procedures and a process in place to review and revise the curriculum.	Adequate
Instruction	
2.1 Instruction utilizes effective strategies that are grounded in the school's philosophy and provide opportunities for student learning and active engagement in the learning process.	Limited
a. The school has a clear instructional philosophy that guides instructional delivery to support academic achievement.	Adequate
b. Instruction utilizes effective strategies that provide opportunities for student learning and active engagement in the learning process.	Limited
2.2 The school has strategies in place to address the variant student needs and learning preferences, inclusive of students at risk of academic failure, advanced learners, and/or students not making reasonable progress toward achieving school goals.	Limited
2.3 The school ensures that a program and services are in place and essential strategies are utilized to meet the needs of English Language Learners (ELL).	N/A
a. The school has a program in place to meet the needs of English Language Learners (ELL).	N/A
b. The school is in compliance with implementation of its ELL services.	N/A
c. The school ensures that staff members utilize essential strategies to support the literacy needs of English Language Learners (ELL).	N/A
2.4 Systematic strategies are in place to ensure that students with Individualized Education Plans (IEPs) are making progress in meeting school goals and IEP goals are in place.	Adequate
a. The school utilizes instructional strategies that address the special needs of students according to IEP objectives.	Limited
b. The school allocates resources (human/material) to address the needs of students with special needs.	Adequate
c. The school provides related services and/or accommodations for students according to IEPs.	Proficient
2.5 Time is made available throughout the year for planning designed to enhance and extend teaching and learning.	Adequate
2.6 Professional development offerings provide support in meeting the school's academic, non-academic, and mission specific performance goals and addresses any identified shortcomings in student learning.	Adequate

Curriculum and Standards	2011	2010	2009
1.1 The school has a clearly defined, comprehensive written curriculum in place that identifies the essential knowledge and skill that all students are expected to achieve and aligns with the state and/or national standards and the school's mission, goals and philosophy	Limited	Adequate	Adequate
a. The curriculum identifies the essential knowledge and skills that all students are expected to achieve	Limited	Adequate	Adequate
b. The curriculum aligns with the state and/or national standards.	Limited	Adequate	Adequate
c. The curriculum aligns with school's mission, goals and philosophy.	Limited	Limited	Limited
1.2 The school's curriculum is implemented with fidelity, and resources (human/material) are available to support the implementation of the curriculum.	Limited	Adequate	Adequate
a. The school's curriculum is implemented with fidelity.	Limited	Limited	Adequate
b. Resources (human/material) are available to support the implementation of the curriculum	Adequate	Proficient	Adequate
1.3 There are clear, regular and ongoing procedures and a process in place to review and revise the curriculum	Adequate	Proficient	Adequate
Instruction			
2.1 Instruction utilizes effective strategies that are grounded in the school's philosophy and provide opportunities for student learning and active engagement in the learning process.	Limited	Limited	Limited
a. The school has a clear instructional philosophy that guides instructional delivery to support academic achievement.	Adequate	Limited	
b. Instruction utilizes effective strategies that provide opportunities for student learning and active engagement in the learning process.	Limited	Limited	
2.2 The school has strategies in place to address the variant student needs and learning preferences, inclusive of students at risk of academic failure, advanced learners, and/or students not making reasonable progress toward achieving school goals.	Limited	Limited	Adequate
2.3 The school ensures that a program and services are in place and essential strategies are utilized to meet the needs of English Language Learners (ELL).	N/A	N/A	Adequate
a. The school has a program in place to meet the needs of English Language Learners (ELL).	N/A	N/A	
b. The school is in compliance with implementation of its ELL services.	N/A	N/A	
c. The school ensures that staff members utilize essential strategies to support the literacy needs of English Language Learners (ELL).	N/A	Proficient	
2.4 Systematic strategies are in place to ensure that students with Individualized Education Plans (IEPs) are making progress in meeting school goals and IEP goals	Adequate	Proficient	Proficient

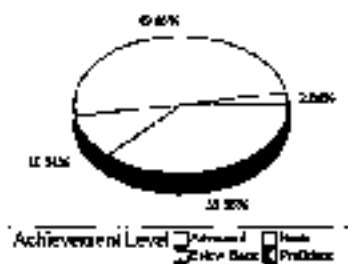
increased instructional opportunities.			
a. Assessment and evaluation data are used to monitor student learning, instructional effectiveness and instructional decisions.	Limited	Limited	Adequate
b. Ongoing, informal assessments are used to provide increased instructional opportunities.	Adequate	Adequate	Adequate
3.4 Procedures to ensure accurate and timely identification and evaluation of students who have special needs are in place.	Proficient	Proficient	Adequate
3.5 Procedures to ensure accurate and timely identification and assessment of English Language Learners (ELL) are in place.	Adequate	Proficient	
School Climate			
4.1 Quality instruction is promoted through programs, procedures and practices designed to provide an academic learning climate in support of student achievement.	Proficient	Adequate	Adequate
4.2 The school is a safe and orderly learning environment.	Proficient	Limited	Adequate
4.3 Parents/guardians and students are satisfied with the school.	Proficient	Adequate	Adequate
Governance and Management			
5.1 The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Proficient	Adequate	Adequate
5.2 The Board and the school's administration ensure adequate resources to further the academic and organizational success of the school, including but not limited to adequate facilities, additional funding, and services for special needs students.	Limited	Limited	Adequate
5.3 The Board has ensured strong and stable school leadership.	Limited	Adequate	Adequate
5.4 The Board has stable leadership and a succession plan.	Proficient	Limited	
a. The Board has stable leadership.	Proficient		
b. The Board has a succession plan.	Proficient		
5.5 The Board sets academic, financial, and other key annual targets, and provides adequate oversight of these expectations.	Limited	Adequate	

School Name	Grade Span	School World	Total # Unaudited Current Students (Campus Level)	2011-2012 Enrollment Ceiling (R.E.A. Level)
DCSEA	7-12	7	362	550

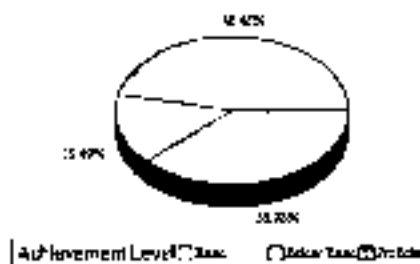
DC CAS Trend



2011 DC CAS Reading Achievement



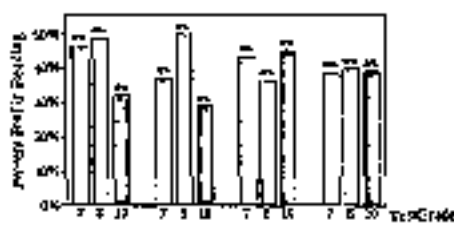
2011 DC CAS Math Achievement



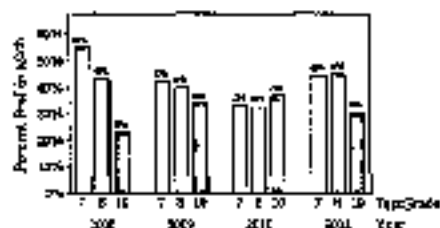
DC CAS Trend for Regular Ed



DC CAS Reading Trend by Test Grade



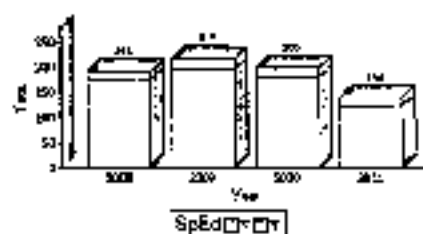
DC CAS Math Trend by Test Grade



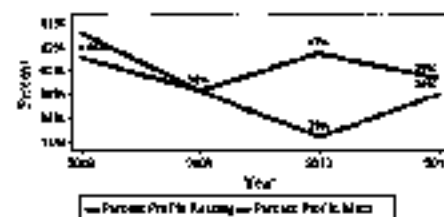
DC CAS Trend for Special Ed



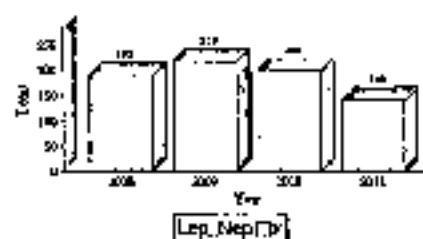
DC CAS Test Taken by Sp Ed



DC CAS Trend for Non ELL



DC CAS Test Taken by ELL



Integrated Design and Electronic Academy

Education Plan

1. **Mission and Goal Statement**

a. The mission of the Integrated Design Electronics IDEA public charter school (IDEA) charter school is to develop young people with the academic, social, leadership and occupational skills to compete successfully in post secondary education/training and enter challenging careers in the technical fields of work. We wish to prepare our students for the competitive high-tech careers now required in the 21st century. The school will develop students who will not only have improved test and aptitude scores but will work more cohesively as team members.

b. Academic Goals: It is the intent of the IDEA public charter school to establish a more rigorous math, science and English program which will be integrated with the student's occupational program.

- Ensure graduation rates are over 90%.

- Students will receive increased personal attention to ensure they receive mentoring, tutoring or counseling when necessary. *This is based on a student entering grade nine and graduating as a senior. This includes transfers or removals for any reason.*

- Ensure all June graduates go to college or into meaningful employment (Minimum wage or higher) by September.

- Provide intense monitoring of course requirements, student performance and test student early to determine aptitude for life after high school.

- Raise Grade Point Averages (GPA) an average of 5% per year.

- Provide intensive counseling mentoring sessions with students to ensure they receive tutoring as required.

- Improve PSAT, SAT and ASVAB test scores between 7- 10% each year.

- Students will be tested and retested based on academic fundamentals until SAT averages are between 800-1000 or higher.

c. Non Academic Goals:

- Create an environment that encourages attendance and reduces absenteeism. The importance of regular attendance cannot be overstated, and the IDEA public charter school will strive for consistently high attendance rates. The IDEA public charter school will identify and address non-illness related situations that could prevent or hinder regular attendance. The IDEA public charter school will strive to achieve an attendance record meeting or exceeding that of the average elementary school within the District.

- Ensure all eligible seniors are afforded the opportunity to obtain financial aid. All senior records will be reviewed one year before graduation and assistance will be provided in obtain financial aid if desired.

2. Statement of Need

2. Statement of Need

- a. The newspapers of Washington, D.C. have carried many stories outlining the poor testing, low Grade Point Averages(GPA), high student absenteeism and increased violence and discipline problems within the schools. The IDEA focus is to attack these concerns by focussing on the socioeconomic needs of the students as well as their educational needs. The IDEA public charter school believes that by preparing a student properly, they will be unique qualified for higher lever school as well as being qualified for higher paying entry level occupations. This focus will be explained below.
- b. The school is to be located in the Northeast area of Washington D.C. near major transportation arteries. This area as well as many other areas of Washington, D.C. has high unemployment as well as the working poor as described below.

c. Target Population:

(1) The school will focus on students throughout the city with an interest in technical learning, school-to-work, apprenticeships and JROTC leadership training. It will include a mix of students who desire a challenging curriculum but to whom success is reachable. *This mix means students of varied economic status, gender and ethnicity who truly want to be successful in life.* The anticipated enrollment in the IDEA public charter school for SY 97-98 is 90 students in grades 9 - 12. This figure will increase to 225 by the year 2000. The proposed breakdown for the year 2000 will be 60, 58, 55, 52. The proposed opening date of the converted charter school program is fall 1998 with 150 students(90, 20, 20, 20). It is the intent of the IDEA public charter school to grow over the five years of the charter to an enrollment of 225 students.

The proposed maximum enrollment of the school is listed below:

<u>Grade</u>	9	10	11	12
<u>Enrollment</u>	60	58	55	52

(2) Educational and developmental Needs of the Target Student Population: The school will offer a four year- curriculum (grades 9 -12) and eventually develop 2 + 2 (grades 11 and 12) articulations with post-secondary institutions in the metropolitan area leading to 2 year associate degrees and advanced standing in college programs. Some of the students in the program will be youth at risk and approximately 10-15% of the students will be considered Level One Special Education. The average student will enroll with a Grade Point Average (GPA) of less than 2.0, will have below average math/science skills, test below the national average and be somewhat undisciplined. The purpose of the Integrated Design Electronics IDEA public charter school (IDEA) charter School is to improve on these areas while preparing the student for the world of work. This is achieved through a unique learning environment and enhanced career opportunities that include effective integration of academic and technological career training in electronics and engineering design and the leadership skills training of the military Junior Reserve Officer Training Corps (JROTC) program.

3. Academic Design

3. Academic Design

a. Content Standards and Curriculum.

(1) Curriculum standards: See Appendix I for curriculum. So that the District can measure the success of the IDEA public charter school as compared to other public high schools, in the Fall of 1998 the IDEA public charter school's students will be required to take one or more standardized tests (probably the Stanford test and PSAT) currently used by the District. Pursuant to statutory authority, the IDEA public charter school has designed its own educational program and curriculum. The IDEA public charter school board will approve textbooks. Curriculum design implementation and review will be a continuous process. The IDEA public charter school will work closely with the District on insuring the content standards of its curriculum meet or exceed those of the District. The IDEA public charter school might want to develop alternative assessments to what the District uses. This will be determined once the IDEA public charter school analyzes any additional assessments the District develops. The students will be assessed based on District standards initially and results reviewed to ensure national testing standards are met. The 9th grade students will not be allowed to select a career field. As indicated by the curriculum, they will be given an orientation in all of the course choices. Their first year will be spent ensuring they have mastered English, math and the sciences prior to a career course selection. They may choose a career course in the 10th grade. General learning objective for the basic academic areas are below:

English/Writing/Reading

- (a). Students will develop inferential and interpretive reading skills through broad instruction in science, social studies and fine arts.
- (b). Students will increase critical thinking skills using divergent and convergent reasoning activities.
- (c). Students will develop understandings of contextual definitions and will be able to make generalizations based on supportive data.
- (d). Students will be able to identify and infer central issues in stories and literature while discussing and writing about the material.
- (e). Students will develop basic reading skills using a variety of learning modalities and materials.
- (f). Students will compose stories, poems, letters and reports utilizing the elements of the writing process.
- (g). Students will demonstrate the ability to interrelate communicating research skills and composing skills with subject matter disciplines.
- (h). Students will demonstrate knowledge and use of collecting data, outlining and note taking.

players, telephones and videophones. The technology itself will not be a 'magic bullet' that will solve all education problems. It will not make every student a reader, or enable all student to be mathematicians. But it can excite a student's imagination and open a host of experiences. If used properly in conjunction with a strong curriculum, a stimulating educational environment and an active learning methodology, it can be a valuable tool.

(a) The Communications and Digital Electronics course is designed to provide a student basic knowledge of electronic circuitry as it pertains to communication and digital equipment (i.e., radios, television, VCRs, etc.). Specialized laboratory and practical experiences will require the student to assemble, operate, install, maintain and repair communications equipment and systems. There will extensive use of the computer and oscilloscope as a diagnostic tool. Students will be able to construct simple circuits and devices. Instructions on meter reading, mathematics and interpreting schematics will be taught. The course emphasizes hands-on instruction and teamwork. The student should have solid reading skills since they must use and interpret repair manuals. The student must be able to follow detailed written and oral instructions. The student must have the potential to use diagnostic testing equipment. The student should have completed course work in Math and Algebra. The student will be able to connect and analyze circuits, solve theoretical and practical problems and setup a variety of electronic communications and digital equipment. The course will prepare the student for entry level positions as a This course will prepare the student for entry level positions as an electronics support specialist, test equipment repair specialist, computer, VCR, radio and television repair person.

(b) The Residential and Industrial Electronics course is designed to prepare a student for employment in the electrical wiring and Industrial Electronics area as an entry level apprentice. The course will provide the student with a functional knowledge of electrical wiring and electronics circuitry required for residences and commercial establishments. Instructions on meter reading, mathematics and interpreting schematics will be taught. The course will provide the student with a functional knowledge of electronic devices and circuitry through electronic laboratory experiences and technical instruction. A major portion of the instruction is focused on demonstrations and practical application. The student should have completed a course in Math. They should have the aptitude for mathematics and hands-on experiences. The student should also have a high degree of manual dexterity and have the ability to develop problem solving and diagnostic skills. This course will prepare the student for entry-level positions as an electrical apprentice or electronics technician. The student will be able to install electrical switches, outlets, lights, test and repair electric motors and install home wiring in accordance with the current National Electric Code.

(c) The Engineering and Drafting course is designed to prepare a student for employment in the technical engineering drafting area as an entry level employee. The course emphasizes hands-on instruction and teamwork. It also provides beginner instruction on Computer Aided Design(CAD) software. Students will letter, make measurements, sketch and interpret blueprints. They will use drafting instruments such as T-squares, rulers, compasses and protractors. The advanced students will use computers as a drafting tool. The Student should have drawing potential and be able to follow detailed instructions. The student should also be able to use a computer keyboard. The student should have completed course work in Algebra and Geometry. The student will be able to draw basic blueprints and architectural and equipment

b. Instructional Methods

b. Instructional Methods

(1) Typically, a cadre of students will remain with a team of teachers (from academic and occupational areas) in a small school-within-a-school setting to strengthen the peer group, provide supports to classroom learning and deepen relationships between students and caring adults. Teachers will use a team teaching approach wherever possible and essentially in the technology related classes. The school will start with approximately 150 students in August 98 and peak at 225 students in school year 2000.

(2) Students will be pretested to ascertain their level of competency in basic math, English and science principles as these are required for the student to excel in the skill producing classes. Intensive teaching methods, small classes and computer self paced programs will be used to assist students in becoming more proficient in the academic areas. Since all skill producing classes require a basic knowledge of math, English and science, the school will focus on those areas so the student will be prepared for the rigors and analytical requirements of Engineering Design and Electronics. The computer will also be used to provide assessment testing on the PSAT/SAT tests. The chart at Appendix I lists our four year curriculum. While we are teaching standard DCPS subjects, there are significant differences in our curriculum. First, all ninth and tenth grade students take two periods of English and Mathematics courses for two years. At the end of the tenth grade, they will have completed four Carnegie Units in English and four in Mathematics. Students will be able to progress on to their Eleventh Grade Level shops only after they have demonstrated English and Mathematics proficiency to include achieving acceptable scores on the Stanford 9 Test. Another difference in our curriculum is that ninth graders will take a one year Introduction to Technology Course where they will learn how a computer works, to include complete keyboarding and also receive an orientation in the four career course areas. Finally, Seniors in IDEA will participate in internships with future prospective employers when appropriate. Testing programs used to ensure proper assessments include those listed in paragraph c(4).

(3) As the JROTC program has a flexible curriculum, it will be tailored to provide additional teamwork drills and exercises. Students will be motivated through both mental and physical exercises as they compete against each other. Learning games and activities will also be used as a motivation tools.

(4) This curriculum is not suitable for students with significant language difficulties but is acceptable for those with Level One learning disabilities. Students with learning disabilities will be mainstreamed through the school but will receive extra mentoring, monitoring and tutoring to ensure they do not fall behind. A detailed educational plan will be prepared to ensure the student as well as the teacher understands what needs to be accomplished. An Individualized Education Program (IEP) will be designed and maintained for each child eligible for special education under the Individuals with Disabilities Education Act. The program will be developed in a meeting with the child's teachers, parent(s), the student (when appropriate), a school division representative qualified to provide or supervise the provision of special education services and other individuals at the discretion of the parents or school. This IEP is reviewed at least

c. Student Performance Standards and Assessment:

(1) Performance Standards. The IDEA public charter school exists to fulfill the students' academic needs. So that the District can measure the success of the IDEA public charter school as compared to other public high schools, in the Fall of 1998 the IDEA public charter school's students will be required to take one or more standardized tests (probably the Stanford test) currently used by the District. The IDEA public charter school will then tabulate the median test scores in each subject area, cross-referenced by race/ethnic guidelines and gender. This will establish the baseline for the IDEA public charter school's program. This process will be repeated each Spring. The IDEA public charter school has established a goal of increasing the median scores in all subject areas. The IDEA public charter school's goal is to achieve an average median attainment level of 80% in all subjects for *all grade-levels*. The learning disabled would be exempted from these standards, and standards relevant to each individual situation would be adopted in their place. Such exemptions would become part of the information exchange with the District and be included in all reports.

(2) As noted in above, each spring, all of the IDEA public charter school's students will take a battery of standardized tests. The student must attain the standards as established by the District. District policies and procedures will be adapted for use in the school. Students must pass the prerequisite courses for advancement to the next higher course (i.e. Students must pass English I prior to advancement to English II). Attainment may be demonstrated by oral examination, written examinations, writing samples, audio recordings, artistic renderings, or any combination of these examples. Annual evaluation reports will be submitted to the District as well as an initial baseline evaluation based on standardized test methods currently in use by the District. A comparative analysis of goals established and goals achieved will be presented in the evaluation as well. The District will assume all costs associated with testing and retain individual copies of test results, as is the practice with other public schools in the District.

(3) Graduation Requirements: District of Columbia Public Schools

GRADUATION REQUIREMENTS

(a) Students entering 9th grade after school year 1993, must earn a total of twenty-three and one-half (23.5) Carnegie Units to graduate. Ten (10) Carnegie Units will be required for assignment to a junior section and fifteen (15) for a senior section. Student must also perform 100 hours of Community Services Hours to graduate.

Types of Tests

ASVAB Armed Services Vocational Aptitude Battery

PSAT Preliminary Scholastic Aptitude Test

Designed to be taken by college-bound students during their junior year. The result of which help a student predict and perhaps improve his future SAT scores to possibly qualify for scholarships.

SAT Scholastic Aptitude Test

Most widely used examination to help colleges determine whether or not a student is admitted. It is a three-hour test composed of verbal and math sections.

ACT American College Test

Another college admission test; most colleges now accept either the SAT or ACT scores. Must check the respective college catalogs

ACH Achievement Test

One-hour test in selected subject areas including English, Literature, Biology, Chemistry, Mathematics, American History, etc.

(5) Ensuring Use of District wide Assessments: The school will coordinate with the District to ensure it is on all mailing lists and schedules for assessment testing. The IDEA school will participate in the District of Columbia's testing program *and purchase the necessary testing materials.*

4. Student Policies and Procedures

4. Student Policies and Procedures

a. Admissions, Attendance and Withdrawal

- (1) **General Admissions Process** - Prior to admission to the IDEA public charter school, the parent,

guardian or other person having control or charge of the child shall provide, upon registration, a sworn statement or affirmation indicating whether the student has been expelled from attendance at a private school or in a public of the District of Columbia or another state for an offense in violation of school board policies relating to weapons, alcohol or drugs; destruction of property, or for the willful infliction of injury to another person. Any person making a materially false statement or affirmation concerning the above, shall be guilty upon conviction of a Class 3 misdemeanor. The sworn statement shall be maintained as a part of the student's scholastic record. The student must have or obtain a social security number within 90 days of admissions unless a waiver is granted pursuant to Social Security Administration guidelines. (See Appendix 10 for detailed admissions requirements)

These policies is required to be consistent with the requirements of the Charter School Act. The IDEA public charter school's enrollment process will fully abide by the law. The charter school enrollment policy prohibits discriminations on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services. The IDEA public charter school sets forth the following non-discriminatory enrollment policy. This policy is required as it is anticipated that the enrollment interest will exceed the enrollment capacity of the school. If at any time the enrollment exceeds the capacity of the IDEA public charter school, all subsequent applications for enrollment will be put on a waiting list. When space becomes available, the IDEA public charter school will conduct a lottery to determine which student is allowed to enroll.

- (2) The lottery will be governed by only a few basic rules:

- (a) If space is available, all students who are on the waiting list will be allowed to enter.
- (b) If a student is chosen in the lottery and there is a sibling or siblings who want to attend the IDEA public charter school, those siblings will be given preference so the family can all attend the same school.
- (c) The lottery will be conducted by July 31 of each year. Each student's lottery draw will determine the number the student has on the waiting list for the following school year.
- (d) The student must present a birth certificate or affidavit proving age.

(3) **Resident and Non-Resident Students:** Tuition rates are established each year in accordance with the provisions of the District of Columbia and the Board of Education, enrollment in the IDEA public charter school shall be open to all students who are residents of the District of Columbia and if space is available, to nonresident students who meet the tuition requirement. Nonresident students shall pay tuition to attend the IDEA public charter school at the applicable rate established for

(3) Special assignment of a sibling.

A request for a sibling(s) to attend a specific school because the school has assigned a brother or sister to that school will be considered, but there is no obligation to grant such a request.

(4) Senior status

A request for a senior to remain in a school and to graduate with his or her class will be considered.

(5) Child of employee of school division

A request from an employee to have his or her child attend the school in which he or she works will be considered.

(4) Tracking Student Attendance. The attendance clerk will track attendance of all students on a daily basis under District Laws and regulations. Students which have chronic unexcused absences or truancy in a class (5 or more per advisory) may include a grade reduction in that subject or subjects. Ten(10) or more unexcused absences per advisory will result in the student receiving a failure grade in that subject or subjects. Students having 40 or more absences in a subject with a school year will receive a failing grade in that subject with a result loss of course credit. Parents/guardians will be held accountable for all absences of their children and shall verify the cause of all absences with a written statement upon the child's return to school. The attendance clerk will contact parents in writing if a student has received 3 absences in an advisory. *The attendance clerk will provide the administrative portion of the attendance tracking. Teachers, counselors and mentors will be required to communicate with parents by telephone or in person when a student is absent without permission. A telephone log/contact sheet will be provided to the attendance clerk for record. See appendix 2 for detailed attendance policy.*

b. School Climate and Student Code of Conduct

(1) Health and Safety - The IDEA public charter school shall comply with all District policies, and applicable Federal and state laws, concerning employee welfare, safety and health issues, including, without limitation, the requirement of federal law for a drug free workplace. The principal or director or his designee shall serve as the school safety officer. The school safety officer shall be responsible for implementation of the program in the School administrative Office and the maintenance and transportation areas, custodial areas and food services, and will coordinate implementation of the program within each elementary and secondary school. Each principal or his designee shall be responsible for implementation of the program in the work areas, classrooms and related activities under his supervision. Job descriptions for the following categories shall reflect responsibility for implementation of the Safety Program: art department heads, sciences department heads and vocational agriculture department heads. The designated employees shall be responsible for implementing the program.

(2) Behavior - Parents and students will sign a contract promising to honor the code of behavior (JROTC Creed) drawn up for the IDEA IDEA public charter school. This code of behavior, in addition to stipulating standards of conduct, will specify disciplinary measures to be taken in the event of misbehavior. Discipline and classroom disruptions will be handled within the classroom. Students and instructors will respect each other and their surroundings. A safe school environment including classroom, hallways, common areas, and playground will be paramount.

APPENDIX

2

Attendance Policy

STUDENT ATTENDANCE

Achievement in school is related to regular attendance; therefore, it is essential that students attend school daily. Generally, students are expected to attend school except in cases of personal illness, family emergency or death in the immediate family. Students shall be responsible for completing assignments missed due to absences.

The principal shall ensure that attendance procedures are developed and implemented which:

1. identify the responsibilities of students regarding regular attendance;
2. specify the responsibilities of the staff members regarding student attendance;
3. articulate the responsibilities of parents regarding student attendance;
4. reflect individual differences among children, including developmental levels;
5. complement the expectations for teachers to provide unique classroom experiences necessary for mastery of instructional objectives; and
6. promote positive attitudes toward school attendance.

Students are responsible for being in school and class on time. A positive attitude toward school attendance will enable students to:

1. define their goals and reach their fullest potential.
2. take advantage of the American free public education system.
3. obtain credit for courses necessary to complete a high school education.
4. take full advantage of both classroom and extracurricular activities.
5. develop the habit of consistent attendance necessary to be successful in the world of work.
6. accept responsibility for their attendance.

The school staff is responsible for fostering good student attendance by:

1. modeling good daily attendance.
2. relating to the students the importance of daily attendance.
3. providing an atmosphere in which students can become actively involved in the learning process.
4. communicating to the students how daily attendance is directly related to good grades.
5. counseling with students as absences occur.
6. providing interesting lessons which encourage students to want to attend class.
7. providing appropriate incentives and any necessary discipline.

4. TARDINESS AND EARLY DISMISSALS

Students who are absent for even a portion of a class miss valuable instructional time. Students entering and exiting the classroom at odd times interfere with instruction and must be kept to a minimum. Class work continues and students are responsible for any assignments or discussions missed. Incidents of tardiness and early dismissals count against a student's attendance record.

5. MAKE-UP WORK

All students are to make up all assignments missed when absent or tardy. It is the student's responsibility to meet with teachers to arrange for make-up work. Make-up work must be completed within a maximum of three (3) days of the absence. When there are extenuating circumstances, the teacher may extend this time frame provided a definite schedule for the completion of the work has been agreed upon by the student and the teacher.

If a student is absent on the day of an announced test, but was present when the test was announced, he/she is expected to make up the test on the day he/she returns to school. grade will not be placed on the student's report card at the end of the grading period if the make-up work has not been completed. In such a case, the legend "Inc." (incomplete) is placed on the report card in the grade column until make-up work is completed. Deadlines, as stated above for completion of make-up work, must be followed in order to receive credit for the missed assignments.

6. PARENTAL/GUARDIAN CONTACT

Attempts will be made to contact the parent or guardian if a student is absent. In addition to information on the student's report card regarding attendance, the following steps are taken:

- a. each absence from school - telephone contact with parent is attempted and teachers discuss absence with student.
- b. each absence from any given class - the teacher discusses the absence with the student upon his/her return to school.
- c. all absences - attendance for each class is indicated on the report card which is sent home every nine (9) weeks.
- d. excessive absences - students are referred to the administration for excessive absences. From that referral, parents are often contacted for assistance.
- e. fifth absence - a letter is mailed to the home of a student on the occasion of the fifth absence from class if that absence occurs during the first semester.
- f. tenth absence - a letter is mailed to the home of a student on the occasion of the tenth absence from class.

CODE OF STUDENT CONDUCT

A. General Provisions

1. Positive Expectations of All Students. School is a place for teaching and learning. Therefore, students are expected to:
 - a. attend school regularly;
 - b. arrive at school ready to participate in learning activities;
 - c. accept responsibility for one's own behavior;
 - d. cooperate with school personnel and fellow students;
 - e. abide by all laws of the District of Columbia;
 - f. complete all assignments fully and in a timely manner;
 - g. cooperate with school officials in the investigation of any violation of school rules;
 - h. abide by all school regulations;
 - i. refrain from any action which hinders other students' safety, welfare, peace of mind or achievement;
 - j. respect the right of teachers to teach and students to learn; and
 - k. assist the principal and faculty in the operation of a school which is a safe place for all students to learn and to develop socially.
2. Attendance. All students under the age of 19 shall attend school regularly as set forth in the Code of the District of Columbia. Absences may be excused for reasons such as illness, death in the family, court appearances, religious holidays generally observed by the religious group, or extenuating circumstances which are approved by the principal. Non-compliance with attendance regulations (skipping school or skipping classes) will be dealt with as a matter of discipline.
3. Authority of School Officials over Pupils. The power of school authorities is not limited to violations occurring on school property during school hours. The school has authority over the conduct of students who are on their way to and returning home from school regardless of whether the student is using school public transportation, private vehicle or walking. While such authority does not alienate students from proper parental authority, students may be subject to discipline for violations of school regulations, which are detrimental to the interests of the school or adversely affect school discipline. The school also has authority over students who are participating in or are in attendance at a school-sponsored activity.
4. Consistent Enforcement. Consistent enforcement of rules and regulations by teachers and administrators is an essential component of an effective school discipline program. Communication among teachers and/or administrators plays an important role in consistent enforcement of rules and regulations. In the case of administrators, if more than one is involved in handling discipline, conferences should be held on a regular basis concerning how certain situations are being

c. Student Performance Standards and Assessment

B. Business Plan

b. Plan for the Commencement of Operations

b. Plan for the Commencement of Operations

The proposed corporate nature of the school is to begin functioning as a Charter School in accordance with the District of Columbia Non-profit Corporation Act and all other governing laws, rules and regulations. The plan and projected time-table to commence operations requires the school to transfer its current curriculum, student population, and other required resources with minor modifications as necessary, and begin functioning as a Chartered School in accordance with the timetable below:

(1) Submit Application	October 31, 1997
(2) Received Provisional Charter Status	December 17, 1997
(3) Parents complete Letters of Intent	May 15, 1998
(4) Complete School Staffing	June 1, 1998
(5) Complete 150 student registrations	June 15, 1998
(6) Activate required insurance coverage	June 30, 1998
(7) Activate school lunch program	June 30, 1998
(8) Begin classroom instruction	September 1, 1998

c. Long-range Enrollment Projections and Planning

(1) The proposed opening date of the converted charter school program is fall 1998 with 150 students (90, 20, 20 and 20 respectively in grades 9-12). It is the intent of the IDEA public charter school to grow over the five years of the charter to an enrollment of 225 students. The maximum enrollment of the school is listed below.

<u>Grade</u>	9	10	11	12
<u>Enrollment</u>	60	58	55	52

(2) Plans for expanding staff. As the enrollment of the school grows, the program will be assessed to ascertain if student/parent interest is still supportive. The IDEA public charter school will research these interests in comparison to job market trends. (e.g. If many students are interested in computer repair and the job market demands it, we would offer more class periods in that area and hire teachers to support it). *If the student demands for schooling is substantially beyond the 225 figure, the school we consider relocation and hiring additional staff to support those interests. (Appropriate amendments to the charter would be processed.)*

(3) Impact if enrollment is smaller. If the enrollment is smaller than expected, we will consider elimination or postponement of low enrollment courses and offer other courses that more correctly reflect job market trends. We would also consider appropriate reductions in staff if necessary.

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT



DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

2011-2012

Comprehensive Special Education Review Report

IDEA Public Charter School

Name of School

IDEA Public Charter School

LEA

IDEA Public Charter School

LEA for Special Education Purposes

December 2, 2011

DATE of REPORT

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT

EXECUTIVE SUMMARY:

DC ST 38-1802.12(c)(1) and DC ST 38-1802.13(a)(1) requires the DC Public Charter School Board to determine if a charter school has committed a violation of applicable law or a material violation of the conditions terms, standards or procedures set forth in the charter including violations relating to the education of children with disabilities.

Comprehensive Special Education Review Methodologies:

To make that determination The DC PCSB conducted a Comprehensive Special Education Review which entailed a desk audit of the Special Education Data System (SEDS); an onsite special education review embedded into the Program Development Review (PDR); and the scoring of the desk audit, onsite review and review of relevant school supplied policies, procedures and practices as well as other relevant reports supplied by the DC Office of the State Superintendent of Education.

Overall Score and Quality Status

Integrated Design and Electronic Academy Public Charter School received an overall special education review score of 31 of 39 points which means the overall quality of the special education program is adequate.

Significant Findings:

IDEA PCS has an overall student enrollment of 362 students of which 15% (55 of 362) have been determined eligible for special education services. The school serves all special education service levels. There are 7 level 1; 10 level 2; 13 level 3; and 25 level 4 students.

The LEA provides a free appropriate public education in the least restrictive environment to all of its special education students and is 90% to 95 % compliant in 2 of the 4 monitored areas of compliance. However, the LEA will need to improve its efforts to timely determine initial eligibility and timely develop initial IEPs. In those two areas, the LEA has 71% and 75% compliance respectively. 100% compliance is the federal standard for compliance.

One main strength of the special education program at IDEA PCS is that it provides a full continuum of educational settings for all service levels. However, there is room for improvement in providing quality instruction so as to increase academic achievement of special education students. The PDR teams observations of co-taught classes revealed that specific and widely adopted instructional and environmental strategies are not used on a consistent or effective basis so as to enhance the learning experience of the students with IEPs. This may be a contributing factor to the downwardly trending DC CAS SPED Subgroup Proficiency Trend as noted below.

DC CAS SPED Subgroup Performance	2009	2010	2011
SPED Reading Proficiency	20%	9.5 %	11.0%
SPED Math Proficiency	30 %	23.8 %	10.1%

Nevertheless, even though the special education program has room for improvement, the special education coordinator and staff is very committed to providing quality special education and related services as evidenced by all of the strengths found in this report.

Statement of Material Violation

There are no material violations of applicable laws relating to the education of children with disabilities at IDEA PCS.

COMPREHENSIVE SPECIAL EDUCATION REVIEW RATING AND SCORE: 31 of 39

Exemplary (overall score 32-39) Adequate (overall score 21-31) Inadequate (overall score 13-20)

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT



DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

2011-2012

Comprehensive Special Education Review Report

IDEA Public Charter School _____
Name of School

IDEA Public Charter School _____
LEA

IDEA Public Charter School _____
LEA for Special Education Purposes

December 2, 2011 _____
DATE of REPORT

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT

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COMPREHENSIVE SPECIAL EDUCATION REVIEW RATING AND SCORE: 31 of 39

Exemplary (overall score 32-39) Adequate (overall score 21-31) Inadequate (overall score 13-20)

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT

Indicator 1 Free and Appropriate Public Education	PERFORMANCE RUBRIC			RATING
	Exemplary (3)	Adequate(2)	Inadequate (1)	
Indicator 1.1 Provision of Special Education and Related Services 34 CFR 300.101(a) 34 CFR 300.530(d) 30 DCMR Title 5, 3002.1	Special Education and Related Services are provided to every eligible student with a disability within the charter.	Special Education and Related Services are provided to some eligible students with a disability within the charter.	Special Education and Related Services are not provided to students with disabilities	☒ 3 ☐ 2 ☐ 1
Indicator 1.2 Highly Qualified Special Education Teachers in Core Academic Subjects 34 CFR 300.18, 34 CFR 300.10.	All special education teachers who teach core academic subjects are highly qualified.	Some special education teachers who teach core academic subjects are highly qualified	No special education teachers who teach core academic subjects are highly qualified.	☒ 3 ☐ 2 ☐ 1
Indicator 1.3 Specially Designed Instruction 34 CFR 300.39 34 CFR 300.101	Special Education is always adapted, as appropriate and addresses the unique needs of eligible children and ensures access to the general education curriculum so that the children can meet the educational standards of the District of Columbia	Special Education is not always adapted, when appropriate or does not always address the unique needs of eligible children which ensures access to the general education curriculum so that the children can meet the educational standards of the District of Columbia	Special Education is not adapted, when appropriate or does not address the unique needs of eligible children which ensures access to the general education curriculum so that the children can meet the educational standards of the District of Columbia	☐ 3 ☒ 2 ☐ 1
Indicator 1.4 Child Find 34 CFR 300.111 34 CFR 300.201 30 DCMR Title 5 3002.1(d) OSSE Comprehensive Child Find System Policy (3/22/10)	There are written policies and procedures that ensure that ALL children with disabilities who are suspected of having a disability, and who are in need of special education services, are identified, located and evaluated and they are always followed.	There are written policies and procedures that ensure that ALL children with disabilities who are suspected of having a disability, and who are in need of special education services, are identified, located and evaluated but they are not always followed.	There are no written policies and procedures that ensure that ALL children with disabilities who are suspected of having a disability, and who are in need of special education services, are identified, located and evaluated.	☐ 3 ☒ 2 ☐ 1

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT

Indicator 2 Timely Initial Eligibility Re-evaluations and IEPs	PERFORMANCE RUBRIC			RATING
	Exemplary (3)	Adequate (2)	Inadequate (1)	
Indicator 2.1 Timely Determination of Initial Eligibility 34 CFR 300.301; Title 5 DCMR 3002.1(d); Title 5 DCMR 3005.2; Title 5 DCMR 3019.3(b); Title 5 DCMR 3019.4; OSSE Policy on Part B Initial Evaluation/Reevaluation (3/22/10)	Initial Eligibility for children suspected of having a disability is determined within 120 days of receiving a written referral notwithstanding allowable exceptions. Most (85%-100%) of the time.	Initial Eligibility for children suspected of having a disability are determined within 120 days of receiving a written referral notwithstanding allowable exceptions. Some (70%-84%) of the time.	Initial Eligibility is consistently not (0%-69%) determined within 120 days of receiving a written referral notwithstanding allowable exceptions.	☐ 3 ☒ 2 ☐ 1
Indicator 2.2 Timely Development of Initial IEPs 34 CFR 300.323; Title 5 DCMR 3007.1	Most (85%-100%) initial IEPs are developed within 30 days of written referral.	Some (70%-84%) initial IEPs are developed within 30 days of written referral.	Initial IEPs are consistently not (0%-69%) developed within 30 days of written referral.	☐ 3 ☒ 2 ☐ 1
Indicator 2.3 Timely Review of Annual IEPs 34 CFR 300.324(b)(i); Title 5 DCMR 3008.1	Most (85%-100%) existing IEPs are reviewed periodically but not less than annually to determine whether the annual goals for the child are being achieved.	Some (70%-84%) existing IEPs are reviewed periodically but not less than annually to determine whether the annual goals for the child are being achieved.	Existing IEPs are consistently not (0%-69%) reviewed annually to determine whether the annual goals for the child are being achieved.	☒ 3 ☐ 2 ☐ 1
Indicator 2.4 Timely Conduct of Reevaluations 34 CFR 300.303; Title 5 DCMR 3005.7; Title 5 DCMR 3019.3(b); Title 5 DCMR 3019.4	Most (85%-100%) reevaluations are conducted at least once every three years unless there is evidence that the public agency AND the parent agree that a reevaluation is not necessary.	Some (70%-84%) reevaluations are conducted at least once every three years unless there is evidence that the public agency AND the parent agree that a reevaluation is not necessary.	Reevaluations are consistently not (0%-69%) conducted at least once every three years.	☒ 3 ☐ 2 ☐ 1

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT

Indicator 3 Least Restrictive Environment (LRE)	PERFORMANCE RUBRIC			RATING
	Exemplary (3)	Adequate (2)	Inadequate (1)	
Indicator 3.1 Inclusive Practices 34 CFR 300.114; 5 DCMR E-3019(a); 5 DCMR E-3019.4; 5 DCMR E-3019(b); 5 DCMR E-3019.4(b) OSSE Least Restrictive Environment and Inclusion Policy (3/9/09)	There is evidence that the charter has an inclusive policy and practice that ensures that ALL children with disabilities, are educated with their non-disabled peers, to the maximum extent appropriate, AND there is evidence that it is being fully implemented.	There is evidence that the charter has an inclusive policy and practice that ensures that ALL children with disabilities, are educated with their non-disabled peers, to the maximum extent appropriate, BUT there is evidence that it is not being fully implemented.	There is no evidence that the charter has an inclusive policy and practice that ensures that ALL children with disabilities, are educated with their non-disabled peers, to the maximum extent appropriate.	☐ 3 ☒ 2 ☐ 1
Indicator 3.2 Continuum of Alternative Placements 34 CFR 300.115; 5 DCMR E-3012; 5 DCMR E-3019.3(a); 5 DCMR E-3019.4; OSSE Least Restrictive Environment and Inclusion Policy (3/8/09)	There is evidence that a continuum of alternative placements is available to meet the needs of ALL (Service Levels 1-4) children with disabilities for special education and related services.	There is evidence that a continuum of alternative placements is available to meet the needs of Most (Service Levels 1-3) children with disabilities for special education and related services.	There is evidence that a continuum of alternative placements is only available to meet the needs of SOME (Service Levels 1-2) children with disabilities for special education and related services.	☒ 3 ☐ 2 ☐ 1

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT

Indicator 4 Discipline	PERFORMANCE RUBRIC			RATING
	Exemplary (3)	Adequate (2)	Inadequate (1)	
Indicator 4 Discipline Procedures for Students with Disabilities 34 CFR 300.530-536	There is evidence that there are policies and procedures that fully comply with 34 CFR 300.530-536 AND those policies and procedures are being fully implemented	There is evidence that there are policies and procedures that fully comply with 34 CFR 300.530-536 but they are partially being implemented.	There are either: 1.) No policies and procedures that fully comply with 34 CFR 300.530-536; or 2.) Policies and procedures available but do not fully comply with 34 CFR 300.530-536; 3.) There are policies and procedures that fully comply but are not being implemented.	☐ 3 ☒ 2 ☐ 1

Indicator 5 Dispute Resolution	PERFORMANCE RUBRIC			RATING
	Exemplary (3)	Adequate (2)	Inadequate (1)	
Indicator 5.1 Timely Implementation of Hearing Officer Determinations 5 DCMR E-3019.10	HODs are timely implemented MOST (95%-100%) of the time or there are no HODs.	HODs are timely implemented SOME (76%-94%) of the time.	HODs are consistently not timely implemented (0%-75%).	☒ 3 ☐ 2 ☐ 1

Indicator 6 Discrimination	PERFORMANCE RUBRIC			RATING
	Exemplary (3)	Adequate (1)	Inadequate (0)	
Indicator 6 DC ST 36-1802.06	There are policies, procedures and practices that ensure that enrollment is open to ALL students and is not limited on the basis of a student's status as a student with special needs AND they are implemented with fidelity	There are no policies, procedures and practices that ensure that enrollment is open to ALL students and is not limited on the basis of status as a student with special needs BUT there is no evidence of discriminatory practices in the enrollment process.	There is evidence that students with disabilities are being discriminated against in the enrollment process.	☐ 3 ☒ 1 ☐ 0

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT

COMPREHENSIVE SPECIAL EDUCATION REVIEW OVERALL RATING

SCORE: 31

Exemplary (overall score 32-39) Adequate (overall score 21-31) Inadequate (overall score 13-20)

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT

COMPREHENSIVE SPECIAL EDUCATION REVIEW SUMMARY

Indicator 1	FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)	Indicator Score: 10 of 12
Strengths: - Special education and related services are made available to students with all disabilities in all service levels. - Special Education Teachers who teach Core Academic subjects are HQT.	Areas of Enhancement:	
Areas in Need of Improvement: 11-12 SY PDR Team Observations of co-taught classes revealed that specific and widely adopted instructional and environmental strategies are not used on a consistent or effective basis so as to enhance the learning experience of the students with IEPs. - Interviews revealed that at the time of the PDR the Special Education teachers did not have a common planning with each other or with the teachers with whom they co-teach. - Although the PDR Team determined that procedures to ensure accurate and timely identification and evaluation of students who have special needs are in place and are proficient, they are not being fully implemented. Only 71% (17 of 24) of students were initially determined eligible for special education services on a timely basis; and only 75% (3 of 4) initial IEPs were developed on time.	Recommended Actions: - Develop a plan for professional development that will provide for all Special Education teachers and their co-teachers extensive training on Best Practices for teaching students with special needs. Supervising staff in Special Education and other departments should review the lesson plans provided to assure that the strategies taught are reflected in the plan and implemented in the classroom. - Develop a systemic method of observing teachers after they have received any type of professional development in order to determine the level and quality of implementation. Use the results of the observations to provide additional instruction or re-learning as needed. - Continue developing the plan for adjusting student/teacher schedules to provide an opportunity for all Special Education teachers to meet together each day during sixth period. Review the possibility of reassigning the assignment of teachers and co-teachers to facilitate common planning for those teams. - Focus the development of the master schedule for SY 2012-2013 so as to provide for common planning for all Special Education teachers as well as for teachers and co-teachers. One possibility to consider is instead of common planning with other SPED teachers each day provide an opportunity for SPED teachers to be freed of co-teaching duties on one day a week. - Review and revise Child Find policies, procedures and practices and ensure that they are in compliance with 34 CFR 300.111; 34 CFR 300.201; 30 DCMR Title 5 3002.1(d); OSSE Comprehensive Child Find System Policy (3/22/10)	

Evidence/Sources for Indicator 1: FAPE

- Evidence/Sources for Indicator 1.1- Provision of Special Education and Related Services
 - SEDs LEA Performance Reports
 - School Long Term Suspension and Expulsion Records
 - PCSB SPED Enrollment Reports
 - PDR Reports including Interviews with faculty, administrators and other stakeholders

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT

- **Evidence/Sources for Indicator 1.2- Highly Qualified Special Education Teachers in Core Academic Subjects**
 - School Supplied Teacher/Class Rosters
 - School Supplied Teacher Credential Lists
- **Evidence/Sources for Indicator 1.3- Specially Designed Instruction**
 - PDR Reports (Classroom observations and interviews with other stakeholders)
- **Evidence/Sources for Indicator 1.4—Child Find**
 - PDR Reports informed by SEDs Reports; interviews with school stakeholders
 - See 3.4 of PDR Rubric
 - School supplied policies and procedures that relate to child find and identification

Indicator: 2	TIMELINESS OF: DETERMINATION OF INITIAL ELIGIBILITY DEVELOPMENT OF INITIAL IEPs REVIEW OF ANNUAL IEPs CONDUCT OF REEVALUATIONS	Indicator Score: 10 of 12
Strengths: For the period of 10.13.10 through 10.13.11¹, school was exemplary in 2 of 4 compliance areas: ▪ 90% (17 of 19) of Annual IEPs were reviewed on time. ▪ 95% (35 of 37) re-evaluations were conducted on time.		
Areas of Enhancement: ▪ 100% compliance in all areas of compliance is the federal pursuant to IDEA. ▪ Correct all areas of non-compliance.		
Areas in Need of Improvement: For the period of 10.13.10 through 10.13.11², school was adequate in two of four compliance areas: ▪ 71% (17 of 24) students needing initial determination of eligibility were determined on time pursuant to 34 CFR 300.301 ▪ 75% (3 of 4) initial IEPs were developed on time. There were no material violations of applicable law in this indicator. However, 100% compliance with IDEA is the federal standard.		
Recommended Actions: ▪ Correct all areas of non-compliance of federal and DC law.		

Evidence/Sources for Indicator 2: Timeliness

- **Evidence/Sources for Indicator 2.1 Timely Identification of Initial Eligibility**
 - Preliminary SPED Report
 - Raw SEDs_Data LEA Performance Reports

¹ SEDs Data was verified on 11/28/11 by special education coordinator and PCSB special education performance officer.

² Ibid.

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT

- o PDR Report
- **Evidence/Sources for Indicator 2.2 Timely Development of Initial IEPs**
 - o Preliminary SPED Report
 - o Raw SEDs_Data LEA Performance Reports
 - o PDR Report
- **Evidence/Sources for Indicator 2.3 Timely Review of Annual IEPs**
 - o Preliminary SPED Report
 - o Raw SEDs_Data LEA Performance Reports
 - o PDR Report
- **Evidence/Sources for Indicator 2.4 Timely Conduct of Reevaluations**
 - o Preliminary SPED Report
 - o Raw SEDs_Data LEA Performance Reports
 - o PDR Report

Indicator	LEAST RESTRICTIVE ENVIRONMENT		Indicator Score
3			5 of 6
Strengths: • There is evidence that the charter has an inclusive practice that ensures that ALL children with disabilities, are educated with their non-disabled peers, to the maximum extent appropriate. BUT there is no evidence of a clearly stated inclusion policy • The school provides a continuum of alternative placements for special education students in in each of the levels 1 through 4.		Areas of Enhancement: Develop an Inclusion policy that complies with 34 CFR 300.114; 5 DCMR E-3019(a); 5 DCMR E-3019.4; 5 DCMR E-3019(e); 5 DCMR E-3019.4(b); and OSSE Least Restrictive Environment and Inclusion Policy (3/9/09).	
School should Areas in Need of Improvement: • N/A		Recommended Actions:	

Evidence/Sources for Indicator 3: Least Restrictive Environment

- **Evidence/Sources for Indicator 3.1**
 - o Preliminary SPED Report
 - o Raw SEDs_Data LEA Performance Reports
 - o PDR Report
 - o PCSB Enrollment Data
 - o DC CAS SPED Analysis Data Report
 - o School Supplied Inclusion Policies and Procedures
- **Evidence/Sources for Indicator 3.2**

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT

- o Preliminary SPED Report
- o Raw SEDs_Data LEA Performance Reports
- o PDR Report
- o PCSB Enrollment Data
- o DC CAS SPED Analysis Data Report
- o School Supplied Inclusion Policies and Procedures
- o OSSE Change in Placement Data

Indicator	DISCIPLINE	Indicator Score
4		2 of 3
Strengths: There is evidence that there are procedures that fully comply with 34 CFR 300.530-536 but they were not clearly stated policies.		Areas of Enhancement: The school should consider developing its own LEA specific policies that are compliant with 34 CFR 300.530-536.
Areas in Need of Improvement:		Recommended Actions:

Evidence/Sources For Indicator 4: Discipline

- School Supplied Discipline Policies and Procedures for SPED Students
- School Supplied Suspension and Expulsion Records of SPED Students
- Randomly Selected IEP Files (MDT Notes with evidence of manifestation determination hearings; provision of FAPE during suspension, etc)

COMPREHENSIVE SPECIAL EDUCATION REVIEW REPORT

Indicator	DISPUTE RESOLUTION	Indicator Score
6		6 of 8
Strengths: YTD 10.13.11, school had 7 of 7 timely implemented HODs.		Areas in Need of Improvement:
Recommended Actions:		

Evidence/Sources for Indicator 5: Dispute Resolution

- Blackman Jones Database Report (OSSE Supplied)

Indicator	DISCRIMINATION	Indicator Score
6		6 of 8
Strengths: There was no evidence of discriminatory practices in the enrollment process.		Areas of Enhancement: The school should develop specific policies that ensure that the school will not engage in any discriminatory practices including but not limited to enrollment, zero-counseling out and equal access to education of students with disabilities. Those policies should be consistent with IDEA, ADA, Section 504 of the Rehabilitation of 1973 and any other law which ensures that students with disabilities are not being discriminated against in any way.
Recommended Actions:		

Evidence/Sources for Indicator 6: Discrimination

- School Supplied Copies of Enrollment Applications
- School Supplied Enrollment Policies and Procedures

February 2, 2012

IDEA-PCS's SUBMISSION TO PCSB

I. INTRODUCTION

- IDEA-PCS recognizes that it has had many years of poor academic performance and that the PCSB is proposing charter revocation because of this poor performance;
- IDEA-PCS understands that the PCSB has serious concerns with IDEA-PCS's academic program and governance. These concerns include the following:

PCSB's Academic Concerns:

- Lack of a curriculum review process that ensures that all critical standards are addressed so as to prepare students for success on the DCCAS;
- Lack of a comprehensive written curriculum that identifies the essential knowledge and skills that all students are expected to achieve and that aligns DC standards with the school's mission;
- Failing to address academic targets on the DCCAS or to show appreciable improvement in IDEA-PCS's academic performance;
- Need to restructure and improve instructional programs;
- Need to strengthen professional development;
- Inadequate staff and material resources necessary to support lesson design and delivery;
- Need to systematically evaluate IDEA-PCS's programs to determine if they are effective in improving student performance in math and reading;
- Need to develop a system that addresses the tutorial needs of students who need support in math and reading; and
- Need to assess whether IDEA-PCS should implement Saturday/supplementary reading classes and a summer school program to help students strengthen academic performance;

PCSB's Governance Concerns:

- Devoting Board attention to initiatives that aren't directly related to academic achievement to the detriment of overseeing the implementation of effective instructional programs, particularly in the areas of math and reading;
 - Failing to adequately address IDEA-PCS's academic targets on the DCCAS or to meet Safe Harbor;
 - Failing to make appreciable improvement in academic performance; and
 - Establishing an adult education program in conflict with IDEA-PCS's charter;
- IDEA-PCS's Board is developing an academic and governance restructuring plan that addresses the PCSB's concerns;

- IDEA-PCS's Board is fully prepared to implement dramatic and fundamental reforms in order to significantly improve student academic performance and governance;
- IDEA-PCS's Board has appointed a Restructuring Team comprised of experts in education reform and charter schools to help it develop a comprehensive and sustainable Restructuring Plan that will improve academic performance and governance;
- The Board will appoint, based on the recommendations of the Restructuring Team, new leadership for IDEA-PCS – the Implementation Team. The Implementation Team will assume responsibility for implementing the Restructuring Plan. While there will be some key immediate steps made in response to the PCSB's concerns, many of the strategies to address these concerns in full will take place when new leadership is in place. The Implementation Team will consist of the Executive Director, Principal and COO starting July 1, 2012. An action plan for the Restructuring Team that includes priorities, responsible parties and deadlines is at Appendix A;
- The Restructuring Team will consist of the following members:

TenSquare: TenSquare will coordinate the Restructuring Team, with responsibility for ensuring that every PCSB concern is addressed with either short-term or long-term strategies. TenSquare will lead the effort to recruit new leadership to the school for the next school year (including a new Executive Director, Principal and COO). TenSquare will lead the review of IDEA-PCS's financial resources to recommend a re-allocation to best meet academic priorities. TenSquare will also serve as the liaison to the PCSB on behalf of the IDEA-PCS Board;

Charter Board Partners: Charter Board Partners will lead the effort to restructure and train the Board and recruit new members including identifying a new Board Chair to begin June 1, 2012;

Current IDEA-PCS Board Members: Two members of the current Board – David Owens and Morris Redd – will oversee the Restructuring Team and hold its members accountable for the Restructuring Plan;

We have included resumes of our Restructuring Team members in our written submission at Appendix B;

- The Restructuring Team will be empowered to make whatever recommendations it concludes are reasonable and necessary to address academic performance and governance issues. All recommendations made by the Restructuring Team will be provided to the PCSB;
- We are fully committed to evaluating every aspect of our school in order to improve academic achievement. Everything is on the table, from our core mission to day-to-day operations. We understand that unless we do so, we may perpetuate some of the structural problems that have led to the current situation. We are confident we will succeed in improving academic performance, but recognize that in order to do so, we must conduct a top-to-bottom review of every component of our school;

- Our top-to-bottom review will be guided, in part, by the same issues that any charter school applicant must address when it prepares a charter school application. These include the following:
 - an educational plan that addresses our mission, educational focus and performance goals;
 - a curriculum that addresses student learning standards, resources and instructional materials, methods of instruction, student progress and achievement, students with exceptional needs and strategies for providing academic support;
 - appropriate standards to measure student performance, including grade promotion, attendance and re-enrollment, good professional development opportunities for teachers, administrators and staff and a plan for making sure that our school day and school year are tailored to enhance academic achievement;
 - a Board of Trustees that has the expertise necessary to oversee our Restructuring Plan and to achieve long term, sustainable academic improvement, and an administrative structure that is consistent with the Board's oversight responsibilities;
 - a human resources plan that identifies new leaders with the expertise to improve academic achievement together with a sound staffing plan;
 - procedures to ensure compliance with D.C. and federal legal requirements;
 - an outreach and communications plan for parents, teachers and other community members so they understand and support the dramatic reforms we will be making; and
 - a realistic implementation timetable;
- The Restructuring Team will address all of these issues and make its recommendations to our Board;
- IDEA-PCS's Board will review the recommendations made by the Restructuring Team and make whatever decisions are necessary to address the need for academic improvement and governance reform;

II. STEPS ALREADY TAKEN TO RESTRUCTURE

- The board chair, executive director, principal and deputy director will be stepping down from their positions at the end of this academic year;
- The Restructuring Team has already begun to identify potential replacements for the school leadership who will assume their new positions on July 1, 2012 and possibly

sooner. This part of the Restructuring Team's effort will be led by TenSquare, whose employees have deep experience and networks for hiring charter school leaders;

- The IDEA-PCS Board has terminated the adult education program;
- We have completed a comprehensive written curriculum that will be reviewed by the Restructuring Team to assess if it addresses the school's academic needs and the PCSB's concerns. The curriculum will be assessed again by the new school leadership;
- We have retained Charter Board Partners to audit the Board's expertise, make recommendations on any expertise needed, assist the Board in identifying individuals with the experience and skill set necessary to ensure that the Board has the expertise necessary to implement the restructuring plan and govern the school, and help train Board members;
- DC Special Education Cooperative and End To End Solutions for Special Education have been contacted to help us improve programs that will assist our special needs students;

III. ACADEMIC RESTRUCTURING

- Our Restructuring Team will develop an academic Restructuring Plan to improve academic performance, including, in particular, reading and math;
- The plan will include immediate strategies, as well as longer term recommendations to be overseen by the new school leadership as of July 1, 2012;
- In order to address the PCSB's concerns, the Restructuring Plan will necessarily include the following elements: (i) mission review; (ii) curriculum standards and instruction (course sequencing, master schedule analysis, transcripts review, curriculum identification and implementation and remediation); (iii) instruction; (iv) assessment (data analysis and bench mark assessment); (v) human capital analysis; (vi) school culture and climate; and (vii) governance and management;
- The Restructuring Team will oversee an audit of all student policies and the faculty handbook so that they meet PCSB and District of Columbia requirements, special education instruction, teacher personnel files and staffing needs;
- ✓ • An immediate priority of the Restructuring Team will be to address teacher retention and hiring. TenSquare will make recommendations to the Board on teacher retention and new teacher hiring. In the evaluation of current teachers, TenSquare will use, but not be limited to, the teacher evaluation templates that are already in place. TenSquare's recommendations will be provided to the PCSB. While the Board will have ultimate authority to approve TenSquare's recommendations during this transition to new leadership period, we will be looking to TenSquare to play the key role. This role will include making sure that our teachers have the professional development opportunities to ensure they have the skills to help us improve academic achievement;

IV. GOVERNANCE RESTRUCTURING

- **IDEA-PCS Board recognizes that it must address the PCSB's concerns that the Board and administration have adequate resources to further the academic and organizational success of the school, that the Board ensures that the school has strong leadership, that it sets academic, financial and other key annual targets and provides effective oversight of these targets;**
- **The Board has engaged Charter Board Partners to help make sure that the Board has the necessary expertise and training to oversee the implementation of the Restructuring Plan, and more, generally, to govern the school;**
- **The Restructuring Team, in collaboration with the Board and new leadership, when hired, will reassess IDEA-PCS's mission to determine if it should be redefined in order to improve academic performance. This will include an exploration of whether the school should refocus its mission on the military and Junior Reserve Officers' Training Corp (JROTC) components and partner with other entities that will help fulfill that mission such as the Department of Defense Education department;**
- **In response to the PCSB's concern that our Board is not sufficiently focused on academic-related matters, we have begun to systematically evaluate Board minutes so that we can better focus Board agendas and its time and attention on academic performance;**
- **The Board will develop, with the help of Charter Board Partners and other members of our Restructuring Team, a Board accountability system to ensure there is Board strong oversight of the academic Restructuring Plan;**
- **With guidance from Charter Board Partners and other members of the Restructuring Team, the Board will also review its by-laws and committee structure to ensure they are consistent with and support the Restructuring Plan;**
- **The Board will develop, based on best practices, a monitoring system to obtain sufficient and reliable data to monitor student academic performance;**
- **The Board is implementing a parent and community communication program to explain to stakeholders the Restructuring Plan that is being implemented and enlist their support to implement necessary reforms;**

V. FINANCIAL RESTRUCTURING

- **IDEA-PCS's financial position is strong. However, in order to strengthen academic programming, our Restructuring Team will audit the allocation of our financial resources and recommend a reallocation to best support academic performance;**
- **The Board will review those recommendations and take all necessary action to make sure that our financial resources are aligned with the components of our Restructuring Plan;**

VI. IMPLEMENTATION AND TIMELINE

- The primary work of the Restructuring Team will end on July 1, 2012 to allow the new leadership to assume responsibility for the Restructuring Plan;
- The Implementation Team will be responsible for building on the work of the Restructuring Team to improve academic achievement;
- IDEA-PCS's Board is committed to ensuring that the Implementation Team has the authority to make the many difficult decisions that will be necessary in order to improve academic performance;
- The specifics of our action plan for the Restructuring Team are in Appendix A;

VII. OUR SCHOOL, OUR MISSION, OUR ACHIEVEMENTS

- IDEA-PCS was inspired by a unique mission that continues to guide the school and inspire those who are part of the IDEA-PCS community. Our mission will be lost if our charter is revoked. IDEA-PCS and its unique mission are worth preserving by continuing its charter;
- The "idea" that inspired IDEA-PCS is to take at-risk kids in poor neighborhoods, often kids other schools do not want to take and who are already several years behind grade level, expose them to the values and structure of a military environment and provide them with a three-pronged education that integrates academics, technology training and the military;
- IDEA-PCS offers a full college-preparatory program that includes advanced placement courses in world history, U.S. history, English language and composition, chemistry and calculus. For the class of 2011, 52% are attending college, 11% are attending Career and Technical Education related schools, 7% have enlisted in the military and 30% are working;
- At the same time, IDEA-PCS offers career and technical education courses in computer science, computer-aided drafting and electrical house wiring. All students are required to complete a three-year technical training program during the 9th through the 11th grades. One-third of our students get a Career and Technical Education Certificate, which requires that they take at least 3 technical courses. Our students have built 5 computer labs in D.C. and, over the past two summers, have worked on a solar car project;
- Underpinning academics and technical training is the military component, which requires that all students enroll in JROTC. Led by retired military officers, this program is designed to instill structure and discipline in our students' lives to help educate them as citizens, promote leadership skills, improve physical fitness, and encourage them to avoid drugs. It also prepares those students who want to enlist in the military. IDEA-PCS's JROTC programs scores consistently higher in academics than its city-wide competitors. Typically, at least 20% of our students pass the Armed Services Vocational Aptitude Battery (ASVAB) – a math and reading test that is a prerequisite for joining the military.

On average, 10% of our students enlist in the military after graduation from IDEA-PCS. One of our graduates recently graduated from the Air Force Academy;

- IDEA-PCS pursues its unique mission both inside its walls and through active community engagement. It has formed partnerships with businesses in the Washington region to support its apprentice program. It has a summer internship program that provides students with paid internships with a diverse group of employers from the US Holocaust Memorial Museum to TRULAND Electrical contractors. Approximately 30 students in their junior year participate in paid summer internship and at least one-third of our seniors complete their internships;
- From its beginnings in 1993 as an early career academy program in a public high school until today, IDEA-PCS has been led by a determined group of people who have demonstrated a deep commitment to its program. Their work includes purchasing and completely renovating an abandoned, rat-infested public school building in the Deagwood neighborhood of north-east Washington, equipping the school with a library, science labs, an art studio and kitchen, special education classrooms, rebuilding the school after it was twice engulfed by fire, and building a soon to be completed state-of-the-art gym and health and wellness center;
- IDEA-PCS has transformed the lives of children who, by any statistical measure, were unlikely to graduate from high school and lead productive lives. On average, over 90% of IDEA-PCS's students graduate every year. The PCSB will hear testimony about some of the achievements of our students during the hearing on February 2nd;
- We ask the PCSB to consider that testimony as part of its evaluation of whether our school should be allowed to continue;

VIII. PROCEDURAL CONCERNS WITH REVOCATION PROCESS

- A. The PCSB has established and must follow its stated policies and procedures regarding school revocation to ensure a fair and impartial process that treats all charter schools equally.
- Fundamental principles of fairness require the PCSB to follow its own stated policies, procedures, and guidelines in its charter review of IDEA-PCS;
 - Courts have long held that "[i]t is a basic tenet of administrative law that an administrative agency is bound to follow its own rules and regulations." *Macaulley v. District of Columbia Taxicab Commission*, 623 A.2d 1207, 1209 (D.C. 1993) (vacating and remanding a decision of the Taxicab Commission for failing to follow its own regulations). As the Supreme Court has noted "where the rights of individuals are affected, it is incumbent upon agencies to follow their own procedures. This is so even where the internal procedures are possibly more rigorous than otherwise would be required." *Morton v. Ruiz*, 415 U.S. 199, 235 (1974). See also *Wilkinson v. Legal Svc. Corp.*, 27 F. Supp. 2d 32, 54 (D.D.C. 1998)(citing *Ruiz*);
 - District of Columbia courts have applied this principle to local District agencies

as well as to federal agencies. *See, e.g., Macaulfy*, 623 A.2d 1207; *Scman v. District of Columbia Rental Housing Commission*, 552 A.2d 863 (D.C. 1988);

- As courts in the District of Columbia have held, "judicially manageable standards may be found in formal and informal policy statements and regulations as well as in statutes." *Padula v. Webster*, 822 F.2d 97, 100 (D.C. Cir. 1987); *see also Fausto v. Geaman*, 1997 U.S. Dist. LEXIS 23680 (D.D.C. 1997) (reinstating an employee after finding, among other things, that the agency did not follow the procedures outlined in its personnel manual);
- "In determining whether agency statements create such a standard, the Court inquires whether the statements create binding norms by imposing rights or obligations on the respective parties." *Steenholdt v. FAA*, 314 F.2d 633, 638 (D.C. Cir. 2003); *see also Mass. Fair Share v. Law Enforcement Assistance Admin.*, 758 F.2d 708, 711 (D.C. Cir. 1985) (holding that agencies must follow procedures "by which the interests of others are to be regulated");
- IDEA-PCS has a property interest in its charter. *See Richard Milburn Public Charter Alternative High School v. Calritz*, 798 A.2d 531, 542 (D.C. App. 2002). The PCSB's procedures regarding giving notice to a school prior to sanction protect IDEA-PCS's property rights in its charter and hence are binding on the PCSB. IDEA-PCS suffered prejudice by the PCSB's failure to adhere to these procedures;
- It is also clear that PCSB intended for its stated procedures regarding preliminary charter review and escalating remedies to be binding and create an obligation for the PCSB, because its publications state in mandatory language that the PCSB "conducts" such reviews or "uses" such remedies; they do not rely on precatory language that the PCSB "may" or "should" employ these procedures or give the PCSB discretion to use a different process. *See, e.g., Doe v. Hampton*, 566 F.2d 265, 281 (D.C. Cir. 1977), *Vietnam Veterans of America v. Secretary of Navy*, 843 F.2d 528, 536 ("Basically, the line is drawn in terms of the extent to which the statement fails to 'leave[] the agency and its decisionmakers free to exercise discretion,' thereby having a binding effect or imposing rights or obligations.") (citations omitted); *see also Am. Bus. Ass'n v. United States*, 627 F.2d 525, 532 (D.C. Cir. 1980) (finding the use of the word "will" indicates a statement is a binding norm);
- In addition, PCSB has itself treated these procedures as mandatory, as it has applied them consistently to other schools, with its treatment of IDEA-PCS as a notable exception to its general practice. Indeed, the PCSB has emphasized that "it [is] critical that the PCSB be transparent and consistent with policies and procedures that govern its authorizing practices and its interaction with each charter school." Comments attributed to Mr. Darren Woodruff, PCSB Board Meeting Minutes (September 20, 2010);

- The PCSB has stated that it strives to make its policies “thoughtful and transparent” and identify “criteria for charter renewal, probation, and revocation as clearly as possible. We want charter school leaders to know exactly what PCSB requires and considers in determining whether a charter school has earned the right to stay open or whether it must close its doors.” PCSB Fiscal Policy Handbook at 1 (Fourth Edition, January 2011);
- Indeed, the Board has consistently adopted policies that are designed to give schools fair notice of any perceived violations or concerns and adequate time to cure, generally utilizing a series of increasingly stringent sanctions;
- PCSB’s publications consistently assert that it conducts a high-stakes charter review every five years *and* a preliminary charter review the previous year to provide advance warning and guidance to any school that is possibly in jeopardy:

“The PCSB conducts a review of each school’s progress in the year before the high-stakes charter review, to determine if a school is in danger of charter revocation. If a school could possibly face charter revocation, the PCSB places the school in Charter Warning status, and provides specific guidance to avoid revocation.” 2010 D.C. Public Charter School Board Annual Report at 10; *see also, e.g.*, D.C. Public Charter School Board Annual Report 2011 at 13, D.C. Public Charter School Board Annual Report 2009 at 11, D.C. Public Charter School Board Annual Report 2008 at 1, 9;

- The minutes of the March 17, 2008 PCSB Board meeting clarified “the concept of a school being placed on charter warning status as an effort for the school to deal with the academic and financial issues, and progress.” Board Meeting Minutes (March 17, 2008). For schools placed under Charter Warning it is “PCSB policy [that] a Memorandum of Understanding will be drafted to be executed between the school and the board identifying specific steps needed to improve the school’s performance.” Board Meeting Minutes (March 17, 2008);
- During the five-year high stakes review, the PCSB has the option of granting conditional charter continuances that allow the PCSB and the school to “negotiat[e] the criteria to address the conditions and revamp its framework to meet the academic performance standards.” *See, e.g.*, D.C. PCSB Board Meeting Minutes (January 26, 2009);
- In situations other than the fourth-year preliminary charter review or the five-year high-stakes review, the PCSB’s policy is to use “an escalating table of remedies when schools fall short in reporting requirements, or during school reviews.” D.C. Public Charter School Board Annual Report 2007 at 5. The first level of remedy is a notice of concern, which is then followed with a notice of deficiency, a notice of probation, and a notice of revocation. *See id.*;
- The PCSB has stated that the Performance Management Framework Guidelines were developed “to outline *the* process by which it will evaluate the performance of charter schools, *including how the PCSB will ensure that each school complies with its charter agreement and applicable law.*” D.C. PCSB Performance Management Framework: Guidelines and Technical Guide at 4 (November 2011)(emphasis added);

- The PCSB has spent the last few years developing these guidelines, but the PMF was finally not adopted until the fall of 2011. See D.C. PCSB Press Release, "Public Charter School Board Delays Implementation of Charter School Evaluation," (October 19, 2010), D.C. PCSB Board Meeting Minutes (September 19, 2011);
- The PCSB has stated that the goal of the PMF is to "provide a *fair, complete* picture of a school's overall performance using common indicators. This framework will allow PCSB to evaluate schools in a *systematic and fair manner*." D.C. PCSB Frequently Asked Questions: Performance Management Framework (November 1, 2011) (emphasis added);
- The PCSB has stated that it will use the PMF in a school's five-year high-stakes review "*based on each school's academic results and non-academic results, the PCSB will render decisions* regarding charter continuance, continuance with conditions, or proposed revocation." D.C. PCSB Frequently Asked Questions: Performance Management Framework (November 1, 2011) (emphasis added);
- According to PCSB procedures, Tier 3 schools "receiving less than 20% of the total possible points could become candidates for revocation." D.C. PCSB Frequently Asked Questions: Performance Management Framework (November 1, 2011). The PCSB has further explained that a school can be placed on Charter Warning or be a candidate for charter revocation due to academics if:
 - The school scores 20% or below in the most recent year
 - The school is in Tier 3 and shows a ≥ 5 percentage point decrease in report card score from one year to the next
 - The school performs in Tier 3 for three consecutive years

D.C. PCSB Performance Management Framework: Guidelines and Technical Guide at 4 (November 2011)(emphasis added);

- It is fundamentally unfair for the PCSB promulgate the PMF as a consistent and transparent mechanism for determining whether schools are meeting academic expectations but to evaluate IDEA-PCS and seek revocation based on a completely different set of standards. It is not "systematic and fair" for the PCSB to apply a double standard whereby it fails to initiate revocation proceedings against schools identified as poor academic performers by PMF standards but seeks revocation of IDEA-PCS's charter for academic reasons even though the school is not deemed a poor academic performer by PMF standards. See D.C. PCSB Performance Management Framework: Guidelines and Technical Guide at 14 (November 2011). Indeed, several schools received scores lower than 20% and even more schools were not technically poor academic performers but performed worse than IDEA-PCS. See D.C. PCSB 2011 Charter School Performance Reports (December 2011);

B. The PCSB has consistently given other charter schools fair warning of any potential deficiencies, worked with them to develop action plans to correct such deficiencies, and afforded them the opportunity to cure.

- Since the PCSB assumed oversight of IDEA-PCS in 2007, *every* other charter school undergoing a five-year high stakes review has received a preliminary charter review the previous year to identify any potential concerns that might emerge during the fifth year review, to be placed in Charter Warning status where applicable, and to enter into a memorandum of understanding with the PCSB that specifies exactly what corrective actions the school needed to take to avoid possible revocation during the five-year high stakes review. Appendix C provides in Section I a detailed summary of all charter schools that received a four-year preliminary charter review. Appendix C provides in Section II a summary of all charter schools that faced potential adverse PCSB action, the notice that was provided by the PCSB of its concerns, and the opportunities given by the PCSB to address its concerns;
- The majority of schools that have been placed in Charter Warning status during the preliminary charter review or received Notices of Conditional Continuance during the five-year high stakes review have successfully met the conditions established by the PCSB;
- The PCSB has granted other schools multiple opportunities to cure deficiencies through its established processes to identify precisely what corrective action the schools need to take. Similarly, the PCSB has adhered to its policies regarding the escalation of sanctions and accordingly has issued Notices of Deficiency or Notices of Concern to schools prior to placing schools on Charter Warning status, issuing Notices of Probation, or initiating revocation proceedings. These schools received even more notice and even more of a grace period than a Charter Warning provides. For example:
 - Hospitality Public Charter School was issued a Notice of Probation in 2004, a Notice of Conditional Continuance in 2005, a Notice of Probation in 2007, a Charter Warning in 2009, and a Conditional Continuance in 2010. The school was ultimately able to satisfy the criteria set forth by the PCSB and was granted full continuance in 2011;
 - The PCSB issued a Notice of Deficiency to the Academy for Learning Through the Arts (ALTA) PCS in June 2008 because it “demonstrated inadequate levels of development and below satisfactory performance in Curriculum and Standards, Instruction, Assessment, School Climate, and Governance.” D.C. PCSB Board Meeting Minutes (June 16, 2008). The school later was placed into Charter Warning status in 2010 due to these issues and chose to voluntarily relinquish its charter;
 - The PCSB issued a Notice of Probation to Kamit Institute of Magnificent Achievers (KIMA) PCS in 2008 because it found the school to be out of compliance with the Individuals with Disabilities Education Improvement Act and was performing inadequately in the areas of curriculum and instruction, governance and management, school climate, and evaluation. The school was given a notice of probation for 90 days with a requirement that the school submit an action plan within 30 days to come into full compliance with the law for the provision of special education services. See D.C. PCSB Board Meeting Minutes

(April 21, 2008). The PCSB lifted the notice of probation in August 2008 after receiving the school's action plan. See D.C. PCSB Board Meeting Minutes (August 18, 2008). After the school failed to make the necessary changes even two years later, the PCSB began revocation proceedings, noting that the school "has not taken advantage of the grace period made available by the PCSB staff to correct underperformance." D.C. PCSB Board Meeting Minutes (June 21, 2010);

- Since the PCSB assumed oversight over IDEA-PCS¹, only *one* school has had its charter revoked by the PCSB without first having had a preliminary charter review, been placed on Charter Warning status, or received a Notice of Probation;
 - The PCSB revoked MEI's charter due to "comprehensive problem areas such as decreased enrollment, educational program, academic design and standards, graduation verification, and chronic attendance and truancy." D.C. PCSB Board Meeting Minutes (February 26, 2009). In addition, the PCSB noted numerous "material violations as set forth in its charter agreement, including violations related to the education of children with disabilities." *Id.* These violations ranged broadly from lack of materials to concerns about governance, education, and fiscal management:
 - 1) failure to operate with a valid Certificate of Occupancy,
 - 2) lack of sufficient books for students attending the school, and failure to develop and provide curriculum materials to all teachers,
 - 3) failure to operate in accordance with the mission statement provided in its application,
 - 4) failure to design and implement the educational program described in its application,
 - 5) failure to adopt content and performance standards for all subject areas at all grades and other performance levels,
 - 6) failure to comply with all federal requirements related to educating students with special needs,
 - 7) failure to maintain an inventory of all assets purchased with District of Columbia funds or federal funds,
 - 8) failure to submit to the Public Charter School Board the meeting minutes of their Board of Trustees and,
 - 9) failure to have a Board of Directors that is in compliance with the School Reform Act.

D.C. PCSB Board Meeting Minutes (April 20, 2009). The PCSB further noted that its "[e]xtreme concern of the organizations [sic] ability to exist into perpetuity due to poor liquidity ratio." D.C. Public Charter School Board 2009 School Performance Reports at 217 (March 2010);

- IDEA-PCS is in a different position than MEI, because the only issue raised by the PCSB is its "failure to meet the academic goals and student academic

¹ Annual reports prior to this time either do not specify which schools received preliminary charter reviews or contain information that is inconsistent with Board Meeting Minutes. In addition, Board Meeting Minutes and Board Decisions prior to 2007 are not published on the D.C. Public Charter School Board website at www.dcpubliccharter.com.

achievement expectations set forth in its charter." Letter from Brian W. Jones to Colonel Stull (December 21, 2011). There is no issue about it mismanaging funds, failing to comply with federal special education requirements, not being viable as a going concern, or any of the other litany of problems MEI was unable to overcome;

C. It would be procedurally unfair for the PCSB to revoke IDEA-PCS's charter.

- IDEA-PCS only became subject to the PCSB's jurisdiction during the 2007-2008 academic year. Prior to that time, DCPS did not raise any issue with respect to the school's academic performance;
- Prior to the December 5, 2011 meeting with PCSB, IDEA-PCS had not received *any* notice from the PCSB that its charter was at risk due to academic performance;
 - The PCSB has never issued any Notice of Concern, Notice of Deficiency, or Notice of Probation to IDEA-PCS with respect to its academic performance;
 - The PCSB conducted a five-year high-stakes year review of IDEA-PCS in the fall of 2011 but did not conduct a preliminary charter review of IDEA-PCS in the 2010-2011 academic year, violating its own policies and procedures;
 - The materials that the PCSB provided to IDEA-PCS regarding its five-year high stakes review in the fall of 2011, up to and including PCSB's December 19, 2011 Board Proposal regarding IDEA-PCS's charter, explicitly state that IDEA-PCS is a candidate for charter continuance, not charter revocation;
- The PCSB has acted unfairly to IDEA-PCS. The PCSB's application of its policies and procedures to IDEA-PCS is inconsistent with how it has applied them to other schools, as every other charter school undergoing a five-year high stakes review since the PCSB assumed oversight of IDEA-PCS in 2007 has received the benefit of a preliminary charter review. Similarly, aside from the comprehensive violations of MEI Futures – including a lack of liquidity as an ongoing concern – that necessitated immediate action by the PCSB, since 2007, the PCSB has given every school facing revocation outside of the five-year high stakes review process prior formal notice of deficiencies, established specific criteria that the school must meet, and granted the school a "grace period" to remedy any issues;
- The inconsistent application of policies and procedures has prejudiced IDEA-PCS and its property interest in its charter. The PCSB has deprived IDEA-PCS of the opportunity that it afforded to other schools to work with the PCSB to cure any deficiencies prior to the high-stakes review;
- During its five-year high-stakes review of IDEA-PCS in the fall of 2011, the PCSB found that the school complied with all academic standards and non-academic criteria and informed the school that it was not a candidate for revocation;
 - On October 25-26, 2011 a Program Development Review (PDR) team working for PCSB conducted an on-site review of IDEA-PCS using the new PMF framework;

- On November 4, 2011 the PCSB and IDEA-PCS had a conference call “[t]o seek and clarify all relevant documentation and information, in order to prepare an accurate 5th Year Charter Review report for the DC Public Charter School Board,” including discussion of the charter status of the adult education program and the status of IDEA-PCS’s expansion into grades 7-8 during the 2006-2007 school year. The notes that PCSB provided of this meeting do not reflect any conversation regarding or concern with the school’s academic achievement. See D.C. PCSB Teleconference Summary (November 4, 2011);
- On November 4, 2011 the PCSB sent IDEA-PCS the results of the PDR, which showed that the school received a higher percentage of “adequate” and “proficient” ratings than it had in the previous year and that there were only 6 of more than 40 total ratings that had a “limited” rating for the last two consecutive years. The letter seemed to anticipate that the school’s charter would not be revoked, as it recommends courses of action and strategies that might help the school “plan for next school year.” Letter from Jeremy Williams to Colonel Stull (November 4, 2011);
- On December 5, 2011, members of the IDEA-PCS Board of Trustees met with the PCSB Board, at the request of the PCSB, to discuss the PMF. During this meeting, PCSB staff discussed concerns with IDEA-PCS’s reading and math proficiency;
- Despite these concerns, the Charter Review Analysis that PCSB sent to IDEA-PCS several days later, on December 7, 2011, concluded that “[b]ased on its 2010-2011 PMF academic and non-academic performance, IDEA is not a candidate for charter revocation.” D.C. Public Charter School Board Charter Review Analysis: Integrated Design and Electronic Academy (IDEA) Public Charter School at 2;
- Similarly, both the Comprehensive Special Education Review Report and the finance portion of Charter Review Analysis supported charter continuance, concluding, respectively, that the special education program was adequate and in conformance with applicable laws, and that IDEA-PCS “is economically viable and of sound fiscal health.” See D.C. PCSB Comprehensive Special Education Review Report: IDEA-PCS at 2 (December 2, 2011), D.C. PCSB Charter Review Analysis at 5 (Finance Portion);
- The Board Action Proposal dated December 19, 2011, prepared by Dr. Jackie L. Boddie, Academic Performance Officer for the PCSB, again states that “the Integrated Design Electronics Academy (IDEA) Public Charter School is a candidate for charter continuance as it met the PMF academic standard and the non-academic criteria stated in §38-1802.13(a)(b) of the School Reform Act.” D.C. PCSB Board Action Proposal: Candidacy for Charter Continuance (December 19, 2011);
- Despite the results of IDEA-PCS’s PDR, and despite the repeated assertions by the PCSB that IDEA-PCS was not a candidate for revocation, the PCSB Board voted on December 19, 2011 to begin revocation proceedings based on its anticipatory judgment that “the Board does not have confidence that the school’s leadership is making any changes to improve the school’s performance. . . . That failure is a violation of a promise the school

made in its charter . . . and that is a violation of the School Reform Act". D.C. PCSB Press Release "DC Public Charter School Board Proposes Revocation of Two Schools" (December 21, 2011);

- It is unfair for the PCSB to publicly make this type of judgment prior to the hearing at which IDEA-PCS has the opportunity to make its case. This press release, and a similar December 29, 2011 letter that the PCSB sent to parents, undermine the integrity of the revocation process by all but stating that the PCSB has decided to revoke IDEA-PCS's charter without giving it the opportunity for a fair hearing. The purpose of the informal hearing is to provide IDEA-PCS with the opportunity to present information to assist the PCSB in its deliberations. Accordingly, the PCSB has a duty to ensure that the revocation process is fair and to give full consideration to our restructuring plan before making its decision;
- We believe that if the PCSB addresses our proposed revocation in a fair and impartial manner and is willing to listen to our plan, it can come to only one conclusion – to decide not to revoke our charter. And as a legal matter, and as a matter of fundamental fairness, the PCSB should give IDEA-PCS a reasonable opportunity to address academic and governance issues by implementing its Restructuring Plan;

IX. RELIEF REQUESTED

- IDEA-PCS asks that the PCSB grant a conditional continuance that permits the school to continue to operate until the PCSB considers its 15-year renewal application in 2013;
- The condition of IDEA-PCS's continuance should be the implementation of its Restructuring Plan;
- From now until the 15-year review, IDEA-PCS will report to the PCSB monthly on the actions it is taking to implement its Restructuring Plan;
- Between now and when our charter is up for renewal, let us implement our restructuring plan and make the structural changes we know will result in measurable improvements in academic performance;
- At renewal, evaluate us by the same standards you would evaluate any charter school whose charter is up for renewal. Apply the same rubrics and PMF performance metrics for renewal that you apply to other schools – mission and vision statement, academic performance, governance, finance and compliance, the strength of our Board of Trustees, and budget;
- We know that if we implement our Restructuring Plan, we will measure up to the PCSB's charter renewal standards and be able to continue our important role in educating students in our community.

Appendix A

Action Items and Timetable

IMMEDIATE ACTIONS for IDEA-PCS - These actions will be taken this school year (2011-12)

Area for Improvement	Actions/Milestones	IDEA Staff Member	Restructuring Partner	Deadline
Mission	Review mission to determine if it is clear, current, effective	IDEA Board of Trustees	TenSquare	1-May
Graduation	Audit all senior transcripts to identify any missing credit issues	William Dexter	TenSquare	28-Feb
	Create a credit recovery plan for any seniors not on-track to graduate utilizing PCSB approved credit recovery programs	William Dexter	TenSquare	1-Mar
	Review all student files to determine if necessary withdrawal paper work exists for Adjusted Cohort Graduation Rate (ACGR) as per OSSE guidance	William Dexter	TenSquare	30-Jun
	Obtain any necessary withdrawal/transfer documentation for all non-active students for ACGR	William Dexter	TenSquare	30-Jun
	Create a credit recovery plan for any junior not on-track to graduate utilizing PCSB approved credit recovery programs to begin in Summer 2012	William Dexter	TenSquare	15-Jun
9th Grade Credits (on track to graduate)	Audit transcripts of all current 9th grade students	William Dexter	TenSquare	15-May
	Analyze and review promotion criteria and suggest changes, as needed	William Dexter	TenSquare	15-May
	Analyze and review summer school policies and options for 9th grade students	William Dexter	TenSquare	15-May
College Acceptance	Ensure every student submits at least one application	Terrance Lewis	TenSquare	28-Feb
	Ensure every student submits at least three applications	Terrance Lewis	TenSquare	15-Mar
	Every student gets accepted to at least one college or university	Terrance Lewis	TenSquare	28-Feb
Attendance	Refine and implement rewards system to incentivize increased attendance	Terrance Lewis	TenSquare	15-Feb
	Make rigorous daily calls to parents	Carol Travers	TenSquare	daily
	Develop and implement attendance success sheets for students with rewards and incentives for most chronic truants	William Dexter	TenSquare	15-Feb
	Identify students in grades 7 & 8 who have missed 10 or more unexcused absences, follow OSSE policy on truancy and work with CFS.	Terrance Lewis	TenSquare	15-Feb
	Identify students in grades 9-12 who have missed more than 10 unexcused absences, follow OSSE policy for truancy working alongside DC courts	Terrance Lewis	TenSquare	15-Feb

Area for Improvement	Actions/Milestones	IDEA Staff Member	Restructuring Partner	Deadline
Student Recruiting/ Re-enrollment	Identify which current students plan to re-enroll using Intent to Enroll forms to be completed by students by February 20, 2012	Jeanine Butler	TenSquare	1-Mar
	Identify target enrollment for each grade level based on current enrollment and promotion projections	William Dexter	TenSquare	8-Mar
	Devise an enrollment strategy for new students	Jeanine Butler	TenSquare	28-Feb
	Assess enrollment targets after lottery date and adjust enrollment strategy as necessary	William Dexter	TenSquare	1-Apr
	Update website to provide information for prospective students including application process and deadlines	Rhea Leonard	TenSquare	28-Feb
Board Restructuring	Recruit three (3) new Board members	David Owens	Charter Board Partners	1-Mar
	Add three (3) new Board members	IDEA Board of Trustees		15-Mar
	Recruit two (2) additional new Board members	David Owens	Charter Board Partners	1-May
	Add two (2) additional new Board members	IDEA Board of Trustees		15-May
	Incorporate greater focus on academic achievement in board meetings; review board meeting minutes regularly	David Owens	Charter Board Partners	each meeting
Leadership Restructuring	Positions posted for Executive Director, Principal and Chief Operating Officer	David Owens	TenSquare	8-Feb
	Candidate phone screenings completed Feb 24	TenSquare	TenSquare	24-Feb
	1st round interviews completed	TenSquare	TenSquare	16-Mar
	2nd round interviews complete	TenSquare & Board Reps	TenSquare	2-Apr
	Top two finalist interviews complete	IDEA Board of Trustees	TenSquare	1-May
	Check references	TenSquare	TenSquare	14-May
	Final decision and oral offer	IDEA Board of Trustees	TenSquare	18-May
	Written contracts complete	IDEA Board of Trustees	TenSquare	31-May
	Start date	New Leadership	TenSquare	1-Jul
	Develop accountability/evaluation plan for new leadership that sets annual academic targets for students	IDEA Board of Trustees	TenSquare	1-Jul
Teacher Recruiting	Recruit teachers	Ashley Johnson	TenSquare	15-May
	Hire teachers	William Dexter	TenSquare	15-Jul

Area for Improvement	Actions/Milestones	IDEA Staff Member	Restructuring Partner	Deadline
Non-Academic Staffing	Review roles and responsibilities of non-classroom based staff and determine positive impact on student achievement. Develop new staffing plan for 12-13 that impacts contracts, hiring, and informs master schedule	William Dexter	TenSquare	1-Apr
Curriculum	Ensure that Common Core and District of Columbia Learning Standards are infused and aligned in curricula currently in place	Terrance Lewis	TenSquare, Teach the Possibility, and other consultants	1-Mar
	Review comprehensive curriculum and develop plan to improve; ensure program maps by August for each course for 2012-13	Terrance Lewis	TenSquare, Teach the Possibility, and other consultants	1-Jul
	Ensure all classes have sufficient textbooks for remainder of year	William Dexter	TenSquare	29-Feb
Teacher Evaluations	Develop new evaluation tool to be implemented this school year and to inform hiring decisions for next year	Terrance Lewis	TenSquare	1-Mar
Professional Development Topics	Use of data to drive instruction	Terrance Lewis	TenSquare, Teach the Possibility, and other consultants	1-Mar
	Use of rubrics related to standards to evaluate student works	Terrance Lewis	TenSquare, Teach the Possibility, and other consultants	15-Mar
	Teaching students with special needs	Terrance Lewis	TenSquare, Teach the Possibility, and other consultants	1-Apr
	Differentiated instruction	Terrance Lewis	TenSquare, Teach the Possibility, and other consultants	15-Apr
	Identify additional topics, using recommendation from PDR and current teacher needs, to incorporate into school year	Terrance Lewis	TenSquare, Teach the Possibility, and other consultants	1-Mar
	Observe each teacher to evaluate the level and quality of professional development training to determine the level and quality of implementation. Use the results of the observations to provide additional instruction or re-teaching as needed.	Terrance Lewis	TenSquare, Teach the Possibility, and other consultants	Evaluations conducted after each offering

Area for Improvement	Actions/Milestones	IDEA Staff Member	Restructuring Partner	Deadline
Instructional Program & Course Selections	Create new master schedule based on transcript audit, enrollment projections, and PCSB PDR recommendations	William Dexter	TenSquare	30-Apr
	Review programs and initiatives within instructional program to determine effectiveness. Streamline if necessary	William Dexter	TenSquare	31-May
	Incorporate increased time on reading, with reading specialist, in new master schedule for 2012-13	William Dexter	TenSquare	30-Apr
	Review summer school plan to ensure adequate focus on core subjects	William Dexter	TenSquare	15-May
Parent Feedback	Administer second parent survey to inform decisions	Terrance Lewis		30-May

Appendix B

Restructuring Team Resumes

DAVID K. OWENS

David K. Owens is Executive Vice President, Business Operations, of the Edison Electric Institute (EEI). EEI is the international trade association of shareholder owned utilities whose members are responsible for providing electric service to three quarters of the U.S. population. Since the early 80's, this \$800 billion electric utility industry has been involved in major restructuring and deregulation, and the industry is now confronting several transformational challenges which include enormous infrastructure investments, rising costs and prices with tremendous uncertainty on energy and climate policy.

In his capacity as the first African American to hold an officer title at EEI, Mr. Owens has significant responsibility over a broad range of issues that affect the future structure of the electric industry and new rules in evolving competitive markets. He has responsibility over the strategic areas of energy supply and the environment, energy deliver, energy services and international affairs. He also spearheads efforts to enhance the public policy climate for investments in America's electric infrastructure with emphasis on the role of new technologies to address climate change and enhance energy efficiency through smart buildings, smart appliances, smart meters and smart electric grid.

Mr. Owens has frequently appeared before the U.S. Congressional Committees, testified in over 50 proceedings on energy issues before state bodies, lectured in universities across the nation, made hundreds of presentations in business forums, and has frequently appeared on TV and radio. He is recognized as one of the foremost authorities on electric utility issues and industry restructuring. He has been at EEI for over 29 years, starting his EEI career as Director, Rates and Regulation.

His distinguished career began at Philadelphia Electric and General Electric where he worked as a test and design engineer, respectively. Prior to EEI, Mr. Owens served as the youngest and first African American Chief Engineer of the Securities and Exchange Commission. He also worked for the Federal Power Commission, which is the predecessor of the Federal Energy Regulatory Commission.

He is a graduate of Howard University with a Bachelor and Masters of Engineering degrees. He also has a Masters in Engineering Administration from George Washington University, and has attended executive courses at Howard University, the University of Pennsylvania, and Michigan State University.

Mr. Owens has distinction in Who's Who Among Black Americans, Who's Who In The Government, and has been honored as Outstanding Leader in the Utility Industry. He is the recipient of the James E. Stewart Award, the highest distinction for an American Association of Blacks in Energy (AABE) member. He has also been awarded the President's Cup for his leadership on public policy matters.

Mr. Owens sits on the Boards of the National Academy of Sciences, AABE, the IDEA Charter School, Vice Chairman of the National Institute of Standards and Technology Smart Grid Advisory Committee, and is an active member of a number of professional and community-based organizations.

MORRIS L. REDD

EMPLOYMENT

Sp 2006 – Present IDEA PCS Military Academy Washington DC
Dir. Of School Support Services
Responsible for establishing, developing and maintaining partnerships with community, civic and business organizations. Coordinates Student Internship Program. Facilitates and manages school-community relations.

Fa 2003 – Sp 2006 DCPS – Smothers ES Washington DC
Special Educator
Developed and taught adaptive lessons that promoted academics, life skills, and citizenship. Drafted and implemented individualized curricula as identified on student's IEP. Collaborated with colleagues, to foster clearer understanding of the specialized needs of students. Worked with students, administration, and staff on improving student achievement and school morale. Coached track and ski teams.

Fa 2001 – Sp 2003 Joseph P. Kennedy Inst. Washington DC
Special Educator
Taught 18-21 year old students with disabilities. Used a variety of pedagogical techniques in preparing and implementing specialized instruction in all core curriculum areas and life skills. Helped facilitate a job shadowing program.

Sp 1998 – Su 2001 DCPS -- Drew ES Washington DC
Teacher
Enlisted various pedagogical strategies to provide daily instruction for students in second grade. Addressed the needs of the whole child by closely working with the students on individual needs, the parents and other professionals.

EDUCATION

Su 2001 – Sp 2003 Catholic University of America Washington DC
Special Education

- Earned Certification in Special Education
- Masters of Science Degree Candidate, Special Education

Sp 1994 – Fa 1998 Univ. of the District of Columbia Washington DC
Elementary Education

- Awarded Bachelor of Arts Degree in Elementary Education
- Earned Certification in Elementary Education

MEMBERSHIPS & OFFICES

East River Family Strengthening Collaborative, Board of Directors, Chairman
Integrated Design & Electronics Academy PCS, Board of Trustees Member
Healthy Families thriving Communities Council, Board of Directors, Treasurer
Omega Psi Phi Fraternity, District Scholarship Committee, Chairman (Former)
Omega Psi Phi Fraternity, Second Vice District Representative (Former)

REFERENCES

Available Upon Request.

ABOUT TENSQUARE, LLC

TenSquare, LLC specializes in providing charter school and nonprofit entity services and advice by its three principals, Joshua Kern, Jerry Levine, and Katie Herman, and related legal services for its clients. It combines the specific and extensive experience and skills of its three principals in several important and growing areas -- educational consulting, with an expertise in charter school strategic planning, organizational assessment and restructuring, governance and fundraising, and facilities acquisition, financing, development and management. Specific capacities are described in detail below:

- General consulting on charter applications, school academic performance and improvement plans; hiring and professional development; financial, fundraising and operational planning; administration and management; Public Charter School Board (PCSB) & Department of Education policies and compliance requirements.
- Organizational assessment, strategic planning, school restructuring/improvement; assessment of the strengths and weaknesses of charter school conceptual and actual designs; operations and academic performance analysis and restructuring; short- and long-term strategic planning; charter renewal strategies; school turnaround options creation and execution
- Governance: board development and strategic planning; By-Laws, Board Policies/Conflicts of Interest, employee handbooks; management and combinations through merger and other means.
- Fundraising: development infrastructure design; position requirements and hiring, training; pipeline development and management; prospect research; pitch development; corporate, foundation, individual, government grants consulting; development communications.
- Government relations: TenSquare regularly represents public charter school clients and other parties before several District of Columbia agencies and governmental units. The company and its principals have excellent working relationships with the PCSB, OSSE and other DC governmental agencies that regulate, fund or work with District charter schools.
- Real estate advisory services in connection with short and long term facility options and strategies; assistance with District of Columbia real estate acquisition, development and financing options and processes; preparation and analysis of Educational Specifications for real estate facility options for charter schools; preparation and processing of applications for facility loans, grants and other financing and assistance for nonprofit organizations and their school sites through the Office of the State Superintendent for Education, Office of the Deputy Mayor for Education, revenue bond issuance governmental authorities and other District of Columbia administrative agencies and boards.

- Construction management and general contractor services including large-scale developments and smaller repair and renovation projects; TenSquare Group is a District of Columbia licensed General Contractor for general services and repair and construction management in the District of Columbia and is also an approved Certified Business Enterprise (Small, Local and Resident-Owned Business) by the District of Columbia Small and Local Business Development department.
- Professional legal services by Jerry Levine as General Counsel of TenSquare in relation to all of the foregoing.

CONTACT INFORMATION:

Mailing Address:	TenSquare, LLC 818 Connecticut Avenue, NW- Suite #1009 Washington, DC 20006
Telephone Numbers:	Office Phones: 202-496-3450 (Josh); 202-496-3479 (Jerry) Cell Phones: 202-277-8627 (Josh); 202-285-6812 (Jerry); 202-258-2361 (Katie)
E-Mail Addresses:	josh@thetensquaregroup.com ; jerry@thetensquaregroup.com ; katie@thetensquaregroup.com

Joshua Michael Kern

Professional Experience

Thurgood Marshall Academy Public Charter High School, Washington, DC

~~Co-Founder, President, and Chief Executive Officer~~ (August, 2000 to Present)

Serve as Head of School overseeing all aspects of budget and finances, academic program, public and media relations, fundraising, information technology, and facilities management. Thurgood Marshall Academy is widely recognized as an anchor institution in its neighborhood and a national model for both education reform and operational excellence. Under my results-oriented leadership, the school's standards-based, law-themed, college-preparatory design has produced quantifiable student and institutional achievement, including the following:

Students distinguish themselves in academics and civics

- Every graduate of Thurgood Marshall Academy has been accepted to a two-year or four-year college, including institutions such as American University, Bates College, Carnegie Mellon University, Cornell University, Lincoln University, Swarthmore, and University of Maryland at College Park.
- Thurgood Marshall Academy teams have won prominent law and civics competitions, including the 2008 D2D Hip Hop Summit Debate, top honors two years in a row at the YMCA's Youth & Government Model City Council, the 2004 DC "We The People" constitution competition, and selection to join the Anti-Defamation League's National Youth Leadership Mission.
- Thurgood Marshall Academy students have earned admission to competitive summer programs providing academic enrichment for high achievers, including Phillips Academy Andover's (MS)² minority math and science program; the Washington University Summer Program; the National Bar Association's Crump Law Camp; and Upward Bound.
- Through the school's partnership with the College Success Foundation, 29 members of the class of 2008 were awarded Achiever Scholarships; all graduates won scholarships or other financial resources for college.

Standardized test scores evidence the value added by Thurgood Marshall Academy's student-centered academic program

- Innovative statistical modeling initiative enables Thurgood Marshall Academy faculty to assess and analyze student comprehension almost in real time, when the data can best be used to inform differentiated instructional strategies.
- Largely as a result of this initiative, and despite the fact that students enter 9th grade with skills averaging in the 5th to 6th grade range, Thurgood Marshall Academy met its 2008 No Child Left Behind target for Adequate Yearly Progress (AYP) in both reading and math, posting student proficiency scores of 70% in reading and 61% in math, which ranks number 1 and number 2 respectively relative to other open enrollment (non-magnet) high schools citywide.
- 2008 student proficiency scores were more than 3 times higher than scores posted by neighboring high schools in Wards 7 and 8 to which students would traditionally be assigned. The difference between Thurgood Marshall Academy's scores and those of neighboring schools is the greatest among open-enrollment high schools citywide.

Independent organizations recognize Thurgood Marshall Academy's excellence

- In January 2007, the DC Public Charter School Board granted Thurgood Marshall Academy full continuance of its charter following a five-year review, marking the first time a D.C. high school achieved unconditional charter renewal.
- In May 2008, the Middle States Association of Colleges & Schools concluded a year of rigorous review by recognizing Thurgood Marshall Academy via full accreditation.
- *The Wall Street Journal* cited Thurgood Marshall Academy as a national model for educational reform.
- *Newsweek* included the school in its 2008 list of top U.S. high schools.
- *The Washington Post's* "30 Great High Schools Back Fence Survey" of parents, teachers, students, and community leaders recognized the school.
- A page-one article in *The Washington Times* declared the school "A Chartered Triumph."

Commitment to efficient and effective leveraging of resources has been rewarded with significant financial investment

- Thurgood Marshall Academy was the first charter school in the District of Columbia to use federally-funded New Markets Tax Credits to support the financing of its permanent facility. The transactions will save the school \$5.3 million in net present value on a \$14.5 million facility project that marked the first in a series of community revitalization construction projects in the vicinity of the Anacostia Metro station. Thurgood Marshall Academy has since provided technical assistance to other schools throughout the city and nation on the use New Markets Tax Credits to foster education reform and community redevelopment.
- The U.S. Congress fostered Thurgood Marshall Academy's success through an early \$1 million grant to support the development and design of a permanent academic facility and a \$495,000 award to support the architecture and planning of a joint-use athletic facility to be shared with DCPS and the community.
- Thurgood Marshall Academy has won competitive grants including a U.S. Department of Education Carol M. White Physical Education Program grant, two 21st Century Community Learning Centers Program grants, and a City Build incentive grant.

- o Thurgood Marshall Academy leverages public dollars by securing supplemental funding from private sources. The school raises \$300,000 per year through a gala sponsored by the metro-area legal and business communities, won a half-million-dollar Morris & Gwendolyn Cafritz Foundation grant to support the move to its permanent facility (a "last mile" grant made possible by public investment in the facility project), and has secured dozens of contributions from corporations, law firms, individuals, and community foundations to fund student services that complement publicly-funded programs.
- o The school further leverages public dollars by attracting and retaining volunteers from the D.C. legal, professional, educational, and nonprofit communities. Eight law firms and a dozen independent attorneys invest substantial time in tutoring and mentoring students, activities that promote sustained connections between students and responsible role models. Colleges, universities, and nonprofit organizations working with the school include American University, Capital Area Food Bank, DC Bar Courts, Lawyers & Administration of Justice Section, George Washington University Black Law Student Association, Georgetown University Law Center, Georgetown University Office of Community Service Neighborhoods Project, and Howard University Law School.

Perspective Technology Corporation, Vienna, VA

Senior Consultant: (1997-1998)

Led consulting team responsible for redesigning the systems, procedures and workflows of the provisioning department of MCI Telecommunication. Analyzed and designed current systems and workflows. Authored proposals for recommended improvements. Maintained project budgets, addressed and resolved implementation issues, and trained MCI employees.

American Management Systems, Inc. ("AMS"), Portland, OR

Manager: (1996-1997)

Assisted in large-scale implementation of AMS's integrated accounting and financial software at the United States Department of Agriculture (USDA). Responsible for developing, testing, and maintaining an intranet website to augment USDA's support services. Served as point of contact for all USDA employees located at regional office. Participated in conversion team responsible for designing software to USDA specific files.

American Management Systems, Inc., Arlington, VA

Systems Consultant: (1995-1996)

Developed system configuration requirements through client interaction and analysis of current business processes. Designed and tested all critical enhancements to the software. Developed system integration plans, which includes external interfaces and business process re-engineering. Served as member of the technical team responsible for developing the AMS intranet.

Education

Georgetown University Law Center, Washington, DC

Juris Doctor, May 2001

GPA: 3.50, Cum Laude

Journal: Law & Policy in International Business (LPIB)

Clinic: Street Law

Honors: Center for Computer Assisted Legal Instruction (CALI) award for best paper

Other: Co-Founder of Thurgood Marshall Academy Public Charter High School

AB Freeman School of Business, Tulane University, New Orleans, LA & Prague, Czech Republic

Master of Business Administration, May 1995

GPA: 3.70, Dean's List

Major: Finance, General Management

Other: Studied international business in Czech Republic

Tulane University, Economics, Cum Laude, New Orleans, LA

Bachelor of Arts, May 1994

GPA: 3.58, Cum Laude

Honors: Admitted into accelerated 5 year MBA program

Certificate in business law

Other

Member of the Pennsylvania Bar (2002-2008); Barrack Academy (Olva Akiba Academy), Merion, PA, Member of Board of Trustees (2005-2008); DC Public Charter School Association, Washington, DC, Board Member (2002-2008)

CharterBoardPartners

great boards for great schools

Charter Board Partners (CBP) promotes and fosters strong governance for public charter schools in order to help improve student achievement.

Based on research and experience, Charter Board Partners has developed a three-part model for strong governance:

- Recruiting and training motivated and talented individuals and matching them to boards that need their skills and experience,
- Supporting boards and board members in improving governance in ways that lead to improved student achievement, and
- Building and sustaining a network of energized and engaged charter school board members across the city—and the nation.

CBP is currently implementing this model with several DC charter schools. For example, at Arts and Technology Academy, CBP has supported the board by recruiting 3 members including the current board chair. At Septima Clark PCS, Charter Board Partners recruited a board member with significant education experience to support the school's urgent improvement efforts. Along with our strategic recruiting efforts, CBP has also been working closely with our partner boards to create action plans to improve their governance. CBP is providing supports (i.e. board coaching, working groups, retreat facilitation, etc.) to help our partners improve their effectiveness. Through this work, Charter Board Partners has started to build a network of engaged charter board leaders across the District.

The following is a list of current Charter Board Partners schools:

Achievement Prep Academy PCS
Arts and Technology Academy PCS
Capital City PCS
Cesar Chavez PCS
D.C. Bilingual Academy PCS
Excel Academy PCS
IDEA PCS
Meridian PCS
Mundo Verde Bilingual PCS
Paul PCS
Septima Clark PCS
Thurgood Marshall Academy PCS
Tree of Life PCS

Charter Board Partners – Staff Bios

Carrie Chimera Irvin, *President and Co-Founder of Charter Board Partners*, has an extensive background in education policy and school reform, focusing on pre-K-12 education for economically disadvantaged students and communities. Carrie was most recently a consultant for Education Resource Strategies, a nonprofit that works with urban districts to help them redirect resources to improve student achievement. Prior to that, she held leadership positions at New American Schools, and taught eighth grade at the American School in Japan. Carrie recently chaired the Board of Trustees of the National Child Research Center, a model preschool in Washington, D.C. She holds a Masters in Education Policy from the Harvard Kennedy School and a Bachelor of Arts from Brown University.

Simmons Lettice, *Executive Director and Co-Founder of Charter Board Partners*, specializes in education communications, school district improvement and comprehensive school reform. Simmons' previous experience in urban education includes teaching at the Benjamin Banneker Public Charter School in Cambridge, MA, as well as policy and communications positions with the Boston Plan for Excellence, New American Schools, Expeditionary Learning Outward Bound and Targeted Leadership Consulting. Most recently, she was a communications consultant for Education Resource Strategies. She currently serves as the Vice Chair of the Board of Trustees of Capital City Public Charter School in Northwest Washington and chairs the Development Committee. Simmons holds a Masters in School Leadership from the Harvard Graduate School of Education and a Bachelor of Arts in Psychology from Davidson College.

Dustin Thomas, *Senior Program Manager of Charter Board Partners*, is the newest addition to the CBP Team. Previously, he was the Director of Outreach for a local education advocacy non-profit, DC School Reform Now. Dustin worked closely with a wide group of stakeholders ranging from school district officials and teachers to parents and community leaders in order to garner support for education strategies that would increase the number of high quality seats in D.C. Through his work, Dustin learned the challenges of school reform in low-income communities and developed a passion to invest multiple stakeholders in improving low performing schools.

Prior to his work with DC School Reform Now, Dustin worked on the Child Find Outreach Team for the Early Stages Center, a DC Public Schools diagnostic and evaluation center for three- to five-year-olds in the District of Columbia. At Early Stages, Dustin witnessed first-hand the importance of quality early childhood education and early intervention programs. In the center's inaugural year, Dustin served on several committees as a founding staff member and was involved with building relationships and conducting outreach with parent groups, school teams, civic organizations and community leaders across the District.

Before his work at Early Stages, Dustin was a member of Teach For America and was a high school social studies teacher in Capitol Heights, Maryland. He had the privilege to be a part of turnaround efforts to improve educational outcomes for students in low-income and English learning communities. Dustin holds a Bachelor of Arts in Political Science from the University of Oklahoma.

Appendix C

I. CHARTER SCHOOLS RECEIVING PRELIMINARY CHARTER REVIEW BEFORE FIVE-YEAR REVIEW

- In the 2003-2004 academic year, the PCSB conducted its first five-year high stakes reviews of all schools chartered in 1997. Seven schools were granted conditional continuance, and one school voluntarily gave up charter rather than face revocation process. The seven schools placed in conditional continuance satisfied their conditions by March 2005. See Testimony of Thomas Nida, Chair, D.C. Public Charter School Board before the D.C. Council Committee on Education, Libraries, and Recreation (March 8, 2005).
- In the 2004-2005 academic year, the PCSB conducted five-year high stakes reviews of all schools chartered in 1998. Three of four schools reviewed at the January 2005 Board Meeting – Arts and Technology Academy, Marriott Hospitality, and Meridian – were granted conditional continuances of their charters, which included “specific conditions and appropriate timelines to fulfill them.” See D.C. Public Charter School Board Annual Report for Academic Year 2004-2005 at 7 (August 2005). The PCSB deferred a decision on Southeast Academy at that time and ultimately revoked its charter in June 2005. Sasha Bruce PCS underwent preliminary charter review and was placed on charter warning status. See D.C. Public Charter School Board School Performance Reports at 72 (December 2006).
- In the 2005-2006 school year, the PCSB conducted five-year high stakes reviews of four schools. Three of four schools – Capital City, Paul PCS and Tree of Life – were granted conditional continuances. The PCSB revoked the charter for New School for Enterprise and Development effective June 2006. See D.C. Public Charter School Board Annual Report 2006 at 15. The PCSB revoked the charter of Sasha Bruce PCS. See D.C. Public Charter School Board School Performance Reports at 72 (December 2006). Thurgood Marshall Academy and Howard Road Academy received preliminary charter review; both schools were placed on Charter Warning status. See D.C. Public Charter School Board School Performance Reports at 46-47, 76-77 (December 2006).
- The PCSB did not revoke any charter in the 2006-2007 school year. (February 29, 2008 Board Meeting). The three schools that underwent the five-year high stakes review – Howard Road Academy, KIPP DC: Key Academy, and Thurgood Marshall Academy – were all granted continuances of their charters. See D.C. Public Charter School Board Annual Report 2007 at 5. Tri-Community PCS was placed on Charter Warning status following its preliminary charter review. See D.C. Public Charter School Board School Performance Reports at 87 (December 2007).
- In the 2007-2008 academic year, Tri-Community PCS voluntarily relinquished its charter after PCSB began the revocation process following its five-year high stakes review. Nine schools received preliminary charter review and three were subsequently placed in

¹ The data for the 2003-2006 period may be incomplete. See footnote 1 in main PCSB submission.

Charter Warning status. The two schools that were placed in Charter Warning status, according to the annual report, were D.C. Preparatory Academy PCS and Maya Angelou PCS. *See* D.C. Public Charter School Board Annual Report 2008 at 9 (July 30, 2008). Although the annual report for this year does not reflect that Cesar Chavez was also placed on Charter Warning status, the Board Minutes from the March 17, 2008 meeting indicate that this action was also taken.

- In the 2008-2009 academic year, the PCSB conducted a preliminary charter review of seven schools – Arts and Technology PCS, D.C. Bilingual PCS, E.L. Haynes PCS, Hospitality High PCS, Meridian PCS, Two Rivers PCS, and William E. Doar, Jr. PCS for Performing Arts. As a result of this review, D.C. Bilingual and Hospitality were placed in Charter Warning status. PCSB also conducted five-year high stakes reviews of an additional nine schools – Cesar Chavez PCHS for Public Policy, D.C. Preparatory Academy PCS, Eagle Academy PCS, Friendship PCS, Maya Angelou PCS, Carlos Rosario International PCS, Sail PCS, SEED School of Washington PCS, and Washington Math, Science and Technology PCS. Six schools received full charter continuances as a result of this review. Three schools – Cesar Chavez, Maya Angelou, and SAIL were granted conditional continuances. *See* D.C. Public Charter School Board Annual Report 2009 at 11 (July 30, 2009).
- In the 2009-2010 academic year, the PCSB conducted preliminary charter reviews for eleven schools – Academy for Learning Through the Arts (ALTA) PCS, Apple Tree PCS, Bridges PCS, Capital City PCS, Early Childhood Academy (ECA) PCS, Hope Community PCS, Howard University Math Science (MS)² PCS, Paul PCS, Potomac Lighthouse PCS, Tree of Life Community PCS, and YouthBuild PCS. Two schools – ALTA and Potomac Lighthouse – were placed in Charter Warning status. Seven additional schools underwent their five-year high stakes review – Arts and Technology PCS, D.C. Bilingual PCS, E.L. Haynes PCS, Hospitality High PCS, Meridian PCS, Two Rivers PCS, and William E. Doar, Jr. PCS for Performing Arts. Hospitality and William E. Doar, Jr. PCS for Performing Arts were granted conditional charter continuance; the remaining five schools were granted full continuance. The PCSB also revoked the charter of one school – Young America Works PCS – for failure to comply with the terms of its charter agreement. *See* D.C. Public Charter School Board Annual Report 2010 at 10-11 (July 30, 2010).
- The 2011 PCSB Annual Report does not identify which schools, if any underwent a preliminary charter review this year. The PCSB conducted five-year high stakes reviews for ten schools – Apple Tree PCS, Bridges PCS, Capital City PCS, Early Childhood Academy (ECA) PCS, Hope Community PCS, Howard University Math Science (MS)² PCS, Paul PCS, Potomac Lighthouse PCS, Tree of Life Community PCS, and YouthBuild PCS – and all were granted full continuances. *See* D.C. Public Charter School Board Annual Report 2011 at 13 (July 30, 2010). ALTA voluntarily relinquished its charter in 2010 following its preliminary charter review, so it did not a five-year high stakes review. *See* D.C. Public Charter School Board Annual Report 2010 at 10-11 (July 30, 2011). The Board revoked the charter of Nia Community PCS, effective June 30, 2011.

II. CHARTER SCHOOLS THAT FACED PCSB SANCTIONS

A. Academy for Learning Through the Arts (ALTA) PCS

Notice of Deficiency in 2008; Charter Warning in 2010; Relinquished charter in 2010

In June 2008 ALTA was issued a Notice of Deficiency because it “demonstrated inadequate levels of development and below satisfactory performance in Curriculum and Standards, Instruction, Assessment, School Climate, and Governance.” D.C. PCSB Board Meeting Minutes (June 16, 2008). PCSB found that the school had met only 2 of 5 academic targets and only 2 of 6 non-academic targets; accordingly, PCSB Chair Mr. Nida “stressed the importance of the school significantly showing quantitative improvement in such areas as performance results, program processes, and more engagement of the governing board.” *Id.* As part of the Notice of Deficiency, PCSB would develop a “course of corrective action for the school to follow and monitor the school’s performance plan ongoing,” including a requirement that ALTA’s Board submit monthly progress reports. *Id.* ALTA underwent preliminary charter review in 2009-2010 and was placed in Charter Warning status because it failed to meet academic and governance standards. *See* D.C. Public Charter School Board Annual Report 2010 at 10-11 (July 30, 2010), D.C. PCSB Board Meeting Minutes (February 22, 2010). ALTA voluntarily relinquished its charter in 2010 following its preliminary charter review, so it did not have a five-year high stakes review. *See* D.C. Public Charter School Board Annual Report 2010 at 10-11 (July 30, 2010).

B. Arts and Technology Academy (ATA) PCS

Charter Continuance January 2005; Full Continuance December 2005

The PCSB granted ATA a conditional continuance of its charter in January 2005. In December 2005, the PCSB lifted the Notice of Conditional Continuance and granted the school full continuance. *See* D.C. Public Charter School Board School Performance Reports at 6 (August 2005), D.C. Public Charter School Board School Performance Reports at 11 (December 2006).

C. Capital City PCS

Conditional Continuance January 2006; Full Continuance 2011

The PCSB granted Capital City a conditional continuance of its charter in January 2006. D.C. Public Charter School Board School Performance Reports at 15 (December 2006). It is not clear when this Notice of Conditional Continuance was lifted, but Capital City did not go through charter revocation and was awarded full charter continuance in February 2011. *See* D.C. Public Charter School Board Annual Report 2011 at 8 (July 30, 2011).

D. Carlos Rosario PCS

Conditional Continuance (2003-2004?); Full Continuance 2004

In December 2004, the PCSB lifted Carlos Rosario’s Notice of Conditional Continuance and granted it full charter continuance. *See* D.C. Public Charter School Board School Performance Reports at 10 (August 2005). It is not clear when the PCSB had originally

placed the school on conditional continuance status, presumably in the 2003-2004 academic year as this was the first year that the PCSB conducted five-year high stakes reviews. *See Testimony of Thomas Nida, Chair, D.C. Public Charter School Board before the D.C. Council Committee on Education, Libraries, and Recreation (March 8, 2005).*

E. Cesar Chavez PCS

Conditional Continuance in 2004; Granted Full Continuance in December 2004; Charter Warning in 2008; Conditional Continuance in 2009

In 2004, the PCSB granted Cesar Chavez a conditional continuance of its charter. In December 2004, the PCSB lifted Cesar Chavez's Notice of Conditional Continuance and granted it full charter continuance. *See D.C. Public Charter School Board School Performance Reports at 12 (August 2005).*

At its meeting on February 25, 2008 to discuss the preliminary charter review for Cesar Chavez, the PCSB noted that the school had failed to meet academic performance standards, including: annual performance targets in reading and mathematics, non-academic performance standards, organizational performance standards, and standards related to curriculum, instruction, assessment, school climate and governance. The Board decided to consider the issue further and postponed until March 2008 its decision on whether to place the school on Charter Warning status. *See D.C. PCSB Board Meeting Minutes (February 25, 2008).* At the March 17, 2008 Board meeting, the PCSB approved the motion to place the school on Charter Warning status. The PCSB noted that, in accordance with its policies, it would draft a Memorandum of Understanding between the school and the PCSB to identify the specific actions the school needed to take to improve its performance. Cesar Chavez did not meet its academic performance standards during its five-year high stakes review in 2009. In its discussion of the issue, the PCSB noted problems with the quality of instructional teachers as well as, declining scores in reading and math. The PCSB also noted that there was "need for growth in the area of curriculum instruction, infrastructure, disciplinary policies, and procedures for expulsions and suspensions." D.C. PCSB Board Meeting Minutes (January 26, 2009). Despite the PCSB's concerns about "what the school could do to reverse the downward trajectory in a short turnaround," it granted the school a conditional continuance for a period of one year, noting that the school should work closely with PCSB staff to "negotiat[e] the criteria to address the conditions and revamp its framework to meet the academic performance standards." *Id.* The PCSB lifted the Notice of Conditional Continuance in February 2010 because the school had satisfied 21 of 26 conditions and had made "outstanding progress" for Adequate Yearly Progress ("AYP"). D.C. PCSB Board Meeting Minutes (February 22, 2010).

F. City Lights PCS

Notice of Probation in April 2008; lifted in June 2008; relinquished charter effective 2009

In April 2008, less than three years after City Lights PCS opened in July 2005, the PCSB found the school to be out of compliance with the Individuals with Disabilities Education Improvement Act and was performing inadequately in the areas of curriculum and

instruction, governance and management, and evaluation. As such, the PCSB proposed that the school be given a notice of probation, noting that "under some circumstances, an established school with these issues might be a candidate for revocation, but the Board decided that [it] might not be fair in this situation, since the school had not previously been under the Board's oversight." D.C. PCSB Board Meeting Minutes (April 21, 2008). The school was given a notice of probation of 30 days with a requirement that the school submit an action plan within that time to address the issues raised. The Board seemed particularly concerned with the school's lack of compliance with special education requirements as the U.S. Department of Education and the courts were giving these schools increased scrutiny. Board chair Mr. Thomas Nida stated that "many schools had taken the notice of probation seriously and make the necessary improvements in good time." *Id.* It seems that although the school had 30 days to submit a plan, the probationary period was for ninety days. *Id.*

The school submitted a plan on May 28, 2008, which the PCSB found to be an "acceptable start and advised the school to commence execution of the plan." D.C. PCSB Board Meeting Minutes (June 16, 2008). The PCSB lifted the notice of probation and noted that the PCSB would monitor and evaluate plan implementation. *See id.* The school voluntarily relinquished its charter in early 2009 due to severe financial strain. *See* D.C. PCSB Board Meeting Minutes (January 26, 2009).

G. D.C. Bilingual PCS

Charter Warning in 2009; Full Continuance in 2010

D.C. Bilingual underwent preliminary charter review in 2008-2009 and was placed in Charter Warning status for failure to make AYP in reading or math or to meet its academic performance standards. *See* D.C. Public Charter School Board Annual Report 2009 at 11 (July 30, 2009), D.C. PCSB Board Meeting Minutes (January 26, 2009). Mr. Nida "indicated that the school should develop a corrective action plan to improve the required academic targets." The PCSB indicated that if the school took corrective action to improve outcomes and was responsive to the results of the preliminary charter review, it could avoid possible charter revocation. *See id.* D.C. Bilingual was granted a full continuance in 2010 after its five-year high stakes review. *See* D.C. Public Charter School Board Annual Report 2010 at 10-11 (July 30, 2010).

H. D.C. Preparatory Academy PCS

Charter Warning in 2008; Full Continuance in 2009

D.C. Preparatory Academy PCS underwent preliminary charter review in 2007-2008 and was placed in Charter Warning status. *See* D.C. Public Charter School Board Annual Report 2008 at 9 (July 30, 2008). During the discussions of this preliminary charter review, the Board noted that the school was failing to meet academic standards and advised that "the school would need to sharpen their concentration on academic progress and the improvement of quality education." *See* D.C. PCSB Board Meeting Minutes (January 28, 2008). It stated that the school "should set a certain number of criteria regarding accountability to get back on course" and discussed how "to measure progress and growth through objective standards." *Id.* It was granted a full continuance the following year after its five-year high stakes review. *See* D.C. Public Charter School

Board Annual Report 2009 at 11 (July 30, 2009).

I. Early Childhood Academy PCS

Notice of Probation in 2007; later lifted

It is not clear what the probation was for. See D.C. PCSB Board Meeting Minutes (June 18, 2007). In its preliminary charter review in 2010, the PCSB found that the school did not meet academic performance standards and was a candidate for charter warning. See D.C. PCSB Board Meeting Minutes (February 22, 2010). A PCSB staff member told the Board that the school had adequate and competent staff and was on an "upward slope", and the PCSB did not place it in Charter Warning status. *Id.*

J. E.L. Haynes Public Charter School

Did not meet academic standards in 2010; granted full continuance

In 2010, E.L. Haynes underwent its five-year high stakes review. The PCSB found that because it had not met academic standards it was a candidate for revocation. Nonetheless, it received full continuance due to improvements the school had made academically and the fact that there are not any "large flaws" in the program. See D.C. PCSB Board Meeting Minutes (January 25, 2010).

K. Friendship Edison PCS

Conditional Continuance (2003-2004?); Full Continuance 2004

In September 2004, the PCSB lifted Friendship Edison's Notice of Conditional Continuance and granted it full charter continuance. See D.C. Public Charter School Board School Performance Reports at 24 (August 2005). It is not clear when the PCSB had originally placed the school on conditional continuance status, presumably in the 2003-2004 academic year as this was the first year that the PCSB conducted five-year high stakes reviews. See Testimony of Thomas Nida, Chair, D.C. Public Charter School Board before the D.C. Council Committee on Education, Libraries, and Recreation (March 8, 2005).

L. Hospitality Public Charter School

Notice of Probation in 2004; Probation lifted 2004; Conditional Continuance in 2005; Granted Full Continuance in March 2006; Notice of Probation in 2007; Probation lifted 2008; Charter Warning in 2009; Conditional Continuance in 2010; Full Continuance in 2011

The PCSB issued a Notice of Probation in April 2004, which was lifted in November 2004. When Marriott Hospitality subsequently went through its five-year high stakes review in January 2005, the Board granted it conditional continuance of its charter, citing difficulties with the school's leadership and academic program. In making this decision, it took into consideration the efforts the school was making to improve these areas. See D.C. Public Charter School Board School Performance Reports for Academic Year 2004-2005 at 36 (August 2005). In 2007, Hospitality was placed on probationary status for

failure to submit documentation. See D.C. PCSB Board Meeting Minutes (June 18, 2007). During a status update to the PCSB in July 2007 the school noted a change in leadership and school curriculum and reported that it was working to address areas of concern identified in its last PDR; the PCSB decided to keep Hospitality on probationary status pending the outcome of the next PDR in fall 2008. See D.C. PCSB Board Meeting Minutes (July 16, 2007). The Notice of Probation was lifted in February 2008. See D.C. Public Charter School Board Annual Report 2008 at 18 (July 30, 2008). During its next preliminary charter review four years later (during the 2008-2009 academic year) it was placed in Charter Warning status for failing to meet academic performance standards. See D.C. Public Charter School Board Annual Report 2010 at 10-11 (July 30, 2010), D.C. PCSB Board Meeting Minutes (January 26, 2009). At the time of its five-year high stakes review in 2010, the school met one of three academic performance standards and four of four non-academic performance standards, and the PCSB favorably noted the positive impact of new school leadership. See D.C. PCSB Board Meeting Minutes (January 25, 2010). The PCSB granted it a conditional charter continuance. See *id.*, D.C. Public Charter School Board Annual Report 2010 at 10-11 (July 30, 2010). Hospitality had met all six of the conditions in the Notice of Conditional Continuance by its next Fifth-Year Review in January 2011 and was subsequently granted full continuance. See D.C. PCSB Board Meeting Minutes (January 24, 2011).

M. Howard Road Academy PCS

Charter Warning in 2006; Full Continuance in 2007

The PCSB placed Howard Road on Charter Warning status following its preliminary charter review in 2006 because it met only 1 of 4 academic performance standards. It accordingly entered into a Memorandum of Understanding with the PCSB regarding academic performance and ultimately was able to successfully address the PCSB's concerns. See D.C. Public Charter School Board School Performance Reports at 46-47 (December 2006).

N. Ideal Academy PCS

Charter Revocation Proposal in 2011; Ideal Academy closed under-performing school to prevent charter revocation

In March 2011, the PCSB voted to begin revocation proceedings for Ideal Academy, citing issues that included academic performance, concerns about financial viability of the school, failure to comply with federal requirements related to educating English Language Learners, and lack of adequate technological resources. See D.C. PCSB Board Meeting Minutes (March 29, 2011), D.C. PCSB Board Meeting Minutes (May 16, 2011), D.C. PCSB Press Release: D.C. Public Charter School Board Proposes Charter Revocation of Two Schools (March 30, 2011). A local newspaper that seems to have had the opportunity to review the PCSB's report on Ideal Academy suggested that the school's financial condition was dire and may have contributed significantly to the PCSB's decision to begin revocation proceedings: "In its report, school board officials expressed 'extreme concern of the organization's ability to exist' in coming years because of 'impending debt payments.'" Lisa Gartner, *Two D.C. Schools May Lose Their Charters*, THE WASHINGTON EXAMINER (March 28, 2011), <http://washingtonexaminer.com/local/education/2011/03/two-dc-schools-may-lose-their->

charters#ixzzlktFXhg0K.

In May 2011, Ideal Academy became the first charter school to survive the revocation process by offering to relinquish its high school charter in order to save the charter for the lower schools. Through this action, Ideal Academy closed its low performing school and accordingly planned on allocating more funds to keep its elementary and middle schools operational and financially viable. In its analysis of Ideal Academy's proposal, PCSB Board chair Mr. Jones noted "that the board takes the financial stability of the schools they support very seriously." D.C. PCSB Board Meeting Minutes (May 16, 2011).

O. Kamit Institute of Magnificent Achievers (KIMA) PCS

Notice of Probation in April 2008; probation lifted in August 2008; revocation proceedings begun in 2010 (not in connection with five-year high stakes review)

In April 2008, eight years after KIMA's charter was authorized by the District of Columbia Board of Education, the PCSB found the school to be out of compliance with the Individuals with Disabilities Education Improvement Act and was performing inadequately in the areas of curriculum and instruction, governance and management, school climate, and evaluation. The school was given a notice of probation for 90 days with a requirement that the school submit an action plan within 30 days to come into full compliance with the law for the provision of special education services. See D.C. PCSB Board Meeting Minutes (April 21, 2008). The PCSB lifted the notice of probation in August 2008 after receiving the school's action plan. See D.C. PCSB Board Meeting Minutes (August 18, 2008). In June 2010, the PCSB voted to move forward with revocation proceedings, finding broad academic, governance, and other violations, including: failure to design and implement education programs, lack of sufficient books and other materials, failure to develop curriculum, failure to comply with federal requirements regarding educating students with special needs, failure to have a compliant Board of Directors, and failure to comply with tuition rules. See D.C. PCSB Board Meeting Minutes (June 21, 2010). The PCSB noted that the school "has not taken advantage of the grace period made available by the PCSB staff to correct underperformance." *Id.* On August 11, 2010 the board voted to revoke KIMA's charter. See D.C. PCSB Special Board Meeting Minutes (August 11, 2010). KIMA subsequently filed a motion to stay the revocation with the D.C. Superior Court; the court denied its motion on August 23, 2010. See D.C. PCSB Press Release (August 24, 2010).

P. Maya Angelou PCS

Conditional Continuance (2003-2004?); Full Continuance September 2004; Charter Warning in 2008; Conditional Continuance in 2009; Full Continuance in 2010

In September 2004, the PCSB lifted Maya Angelou's Notice of Conditional Continuance and granted it full charter continuance. See D.C. Public Charter School Board School Performance Reports at 38 (August 2005). It is not clear when the PCSB had originally placed the school on conditional continuance status, presumably in the 2003-2004 academic year as this was the first year that the PCSB conducted five-year high stakes reviews. See Testimony of Thomas Nida, Chair, D.C. Public Charter School Board before the D.C. Council Committee on Education, Libraries, and Recreation (March 8, 2005).

Maya Angelou underwent preliminary charter review in 2007-2008 and was placed in Charter Warning status for failing to meet academic performance standards. *See* D.C. Public Charter School Board Annual Report 2008 at 9 (July 30, 2008); D.C. PCSB Board Meeting Minutes (January 28, 2008). In April 2008 it submitted an amendment to its accountability plan so that the school can provide a broader view of academic performance during the upcoming high stakes review. D.C. PCSB Board Meeting Minutes (April 21, 2008). The school did not meet academic performance standards in its five-year high stakes review in 2009, but nonetheless was granted a conditional continuance for one year. *See* D.C. Public Charter School Board Annual Report 2009 at 11 (July 30, 2009), D.C. PCSB Board Meeting Minutes (January 26, 2009). The PCSB's decision not to initiate revocation proceedings seems to be based on improvements that the school was able to demonstrate and actions that the school was in the process of implementing. The conditional continuance required the school to work with PCSB staff to "negotiat[e] the criteria to address the performance framework to meet the academic performance targets." *Id.* At the January 2010 Board meeting the PCSB found that Maya Angelou had satisfied the conditions necessary to lift the Notice of Conditional Continuance of Charter and granted full continuance to the school.

**Q. MEL Futures Academy PCS
Charter revoked in 2009**

PCSB revoked the charter of MEL Futures effective June 2009 for failure to comply with terms of the charter agreement. *See* D.C. Public Charter School Board Annual Report 2009 at 11 (July 30, 2009). Specifically, the PCSB found a number of material violations of the charter related to the education of children with disabilities, including violations concerning curriculum, debt reduction, education of special needs students, the Performance Development Review, truancy rates, and the role of the Board:

- 1) failure to operate with a valid Certificate of Occupancy, 2) lack of sufficient books for students attending the school, and failure to develop and provide curriculum materials to all teachers, 3) failure to operate in accordance with the mission statement provided in its application, 4) failure to design and implement the educational program described in its application, 5) failure to adopt content and performance standards for all subject areas at all grades and other performance levels, 6) failure to comply with all federal requirements related to educating students with special needs, 7) failure to maintain an inventory of all assets purchased with District of Columbia funds or federal funds, 8) failure to submit to the Public Charter School Board the meeting minutes of their Board of Trustee and, 9) failure to have a Board of Directors that is in compliance with the School Reform Act.

D.C. PCSB Board Meeting Minutes (February 26, 2009). In rebuttal, the school presented several representatives to a representative from the school to address these violations, but the Board ultimately proceeded with the proposal to revoke, finding that the truancy rate and the PDR to be unacceptable. *See id.* At the next board meeting, Board Chair Mr. Nida noted that Board had proceeded with the revocation after extensive discussion at the informal revocation hearing on the school's "comprehensive problem

areas such as: decreased enrollment, educational program, academic design and standards, graduation verification, and chronic attendance and truancy." D.C. PCSB Board Meeting Minutes (April 20, 2009).

R. Meridian PCS

Conditional Continuance January 2005; Full Continuance January 2006

The PCSB granted Meridian a conditional continuance of its charter in January 2005 following its five-year high stakes review. *See* D.C. Public Charter School Board School Performance Reports at 42 (August 2005). In January 2006, the PCSB lifted the Notice of Conditional Continuance and granted the school full continuance. D.C. Public Charter School Board School Performance Reports at 61 (December 2006).

S. New School for Enterprise and Development Public Charter School

Charter revoked effective June 2006 following prolonged probationary period

Following the five-year high stakes review, the PCSB revoked the charter for "failure to meet the goals and student academic achievement expectations set forth in its charter and the organizational performance standards outlined in the Charter Review Framework." D.C. Public Charter School Board 2006 School Performance Reports at 62. Specifically, New School did meet any of the 4 academic standards and only one of the seven standards related to governance, and it failed to demonstrate during the revocation hearing that the school had "the capacity to meet the goals and student academic achievement expectations as detailed in the Charter Review Framework." *Id.* The PCSB additionally noted that during the school's six years of operation, it had "demonstrated limited development and low level performance in the area of governance and responsiveness to academic and organizational concerns. Specific concerns were related to the school's responsiveness to PCSB remedial action, poor data collection and reporting, deployment of resources, and leadership attrition." *Id.* At 63. This revocation came after a prolonged period on probationary status for severe academic and governance issues. *See* D.C. Public Charter School Board 2005 School Performance Reports at 44.

T. Nia Community PCS

Notice of Probation in July 2010; Revoked in April 2011

In July 2010, the PCSB issued a Notice of Probation to Nia due to concerns about "finance, governance, and its education program." The PCSB noted, among other things, that the school was on the verge of insolvency. As a condition of the probation, Nia was required to submit a plan to address all of the PCSB's issues by August 2, 2010. D.C. PCSB Board Meeting Minutes (July 19, 2010). By the time of the PCSB Board meeting in September 2010, Nia had missed the due date to submit the school's annual report and had its notice of probation modified. *See* D.C. PCSB Board Meeting Minutes (September 20, 2010). On March 29, 2011 the PCSB voted to begin revocation proceedings for "1) failure to meet the student academic achievement expectations set forth in its charter, 2) failure to design and implement the educational program; and 3) failure to submit an annual report in compliance with the School Reform Act." D.C. Public Charter School Board, Board Action Proposal: Nia Public Charter School:

Candidacy for Charter Revocation (March 25, 2011). The PCSB further clarified that, among other things, Nia had failed to offer a promised Saturday school, had exceptionally low academic achievement for special education students, had been in a downward trajectory on standardized test results, and did not have a fully developed curriculum. *See* D.C. PCSB Board Meeting Minutes (March 29, 2011). The PCSB also questioned whether Nia Community was financially viable. D.C. Public Charter School Board, Board Action Proposal: Nia Public Charter School: Candidacy for Charter Revocation (March 25, 2011). The Board voted to revoke the charter on April 28, 2011. *See* D.C. Public Charter School Board: Decision to Revoke the Charter of Nia Community Public Charter School (April 29, 2011).

U. Paul PCS

Conditional Continuance January 2006; Full Continuance July 2006; Did not meet academic standards in 2010, but was not given a charter warning

The PCSB granted Paul PCS a conditional continuance of its charter in January 2006. D.C. Public Charter School Board School Performance Reports at 65 (December 2006). Later that year, in July 2006, the PCSB lifted this Notice of Conditional Continuance. *See id.* In its preliminary charter review in 2010, the PCSB found that the school did not meet academic performance standards and was a candidate for charter warning. *See* D.C. PCSB Board Meeting Minutes (February 22, 2010). The PCSB did not place it in Charter Warning status. *See id.*

V. Potomac Lighthouse PCS
Charter Warning in 2010

Potomac Lighthouse underwent preliminary charter review in 2009-2010 and was placed in Charter Warning status because it did not meet academic and governance standards. *See* D.C. Public Charter School Board Annual Report 2010 at 10-11 (July 30, 2010), D.C. PCSB Board Meeting Minutes (February 22, 2010). After representatives from the school presented the improvements they had made, Board Chair Mr. Nida "noted that the main perspective is having a small school that is not financially viable and not necessarily stable which constitutes the perfect time to put the school on charter warning to give the school the opportunity to get on track for the next school year and that the school needs to continue the upward trend." D.C. PCSB Board Meeting Minutes (February 22, 2010). The PCSB placed Potomac Lighthouse on Charter Warning status. *See id.*

W. SAIL PCS

Conditional Continuance (2003-2004?); Notice of Probation April 2004; Full Continuance September 2004; Conditional Continuance in 2009; Relinquished for financial insolvency as of July 30, 2011

In September 2004, the PCSB lifted SAIL's Notice of Conditional Continuance and Notice of Probation and granted it full charter continuance. *See* D.C. Public Charter School Board School Performance Reports at 48 (August 2005). It is not clear when the PCSB had originally placed the school on conditional continuance status, presumably in the 2003-2004 academic year as this was the first year that the PCSB conducted five-year

high stakes reviews. *See* Testimony of Thomas Nida, Chair, D.C. Public Charter School Board before the D.C. Council Committee on Education, Libraries, and Recreation (March 8, 2005).

SAIL was granted conditional continuance following its next five-year high stakes review in 2009. *See* D.C. Public Charter School Board Annual Report 2009 at 11 (July 30, 2009). This decision was based on the school's failure to meet organizational performance standards for governance, including issues with the school's ongoing financial viability; in response, the school outlined several corrective action steps it had taken to address these issues. *See* D.C. PCSB Board Meeting Minutes (April 20, 2009). SAIL subsequently relinquished its charter in 2011, citing financial insolvency. *See* D.C. Public Charter School Board Annual Report 2011 at 13 (July 30, 2011).

X. Sasha Bruce PCS
Charter Warning in 2005; Revoked in 2006

The PCSB placed Sasha Bruce on Charter Warning status following its preliminary charter review in 2005 because it met 0 of 4 academic performance standards and 0 of 7 governance performance standards. It accordingly entered into a Memorandum of Understanding with the PCSB regarding academic and governance performance. Sasha Bruce's charter was revoked in 2006, due in part to extensive internal control failures and a pattern of fiscal mismanagement and lack of sufficient working capital to operate the following school year. *See* D.C. Public Charter School Board School Performance Reports at 72-73 (December 2006).

Y. Southeast Academy
Revoked in 2005 after two-year probationary status

In the fall of 2004 (the 2004-2005 academic year), the PCSB conducted five-year high stakes reviews of all schools chartered in 1998. In January 2005, three of four schools reviewed were deemed sufficient to continue; the PCSB Board deferred a decision on Southeast Academy pending further discussions with the school's Board. Following these discussions, the Board voted on March 7, 2005 to begin revocation proceedings for Southeast Academy for failure to achieve the goals set forth in its accountability plan. Testimony of Thomas Nida, Chair, D.C. Public Charter School Board before the D.C. Council Committee on Education, Libraries, and Recreation (March 8, 2005). Specifically, Southeast Academy failed to meet 10 of 14 targets set forth in its accountability plan, "continued to show significant problems with its compliance practices" related to audits and financial reports, and failed to meet academic standards established in the charter. The Board further explained that the "school has faced significant challenges in governance and leadership over the years as evidenced by its two-year probationary status, repeated inability to meet annual accountability plan performance goals and targets, and failure to fully implement its curriculum." D.C. Public Charter School Board School Performance Reports for Academic Year 2004-2005 at 54 (August 2005). Rather than revoking the charter outright in April 2005, however, the Board gave the school the opportunity to retain its charter if it "provided documentation of changes to the current Board and school leadership satisfactory to the PCSB prior to its regular board meeting in June." D.C. Public Charter School Board

Annual Report for the Academic Year 2004-2005 at 7 (August 2005). The Board ultimately revoked Southeast Academy's charter in June 2005. D.C. Public Charter School Board School Performance Reports for Academic Year 2004-2005 at 54 (August 2005).

Z. SEED PCS

Conditional Continuance (2003-2004?); Full Continuance 2004

In November 2004, the PCSB lifted SEED's Notice of Conditional Continuance and granted it full charter continuance. See D.C. Public Charter School Board School Performance Reports at 52 (August 2005). It is not clear when the PCSB had originally placed the school on conditional continuance status, presumably in the 2003-2004 academic year as this was the first year that the PCSB conducted five-year high stakes reviews. See Testimony of Thomas Nida, Chair, D.C. Public Charter School Board before the D.C. Council Committee on Education, Libraries, and Recreation (March 8, 2005).

AA. Thurgood Marshall Academy

Charter Warning in 2006; Full Continuance in 2007

The PCSB placed Thurgood Marshall on Charter Warning status following its preliminary charter review in 2006 because it met only 1 of 4 academic performance standards. It accordingly entered into a Memorandum of Understanding with the PCSB regarding academic performance and ultimately was able to successfully address the PCSB's concerns. See D.C. Public Charter School Board School Performance Reports at 76-77 (December 2006).

BB. Tree of Life PCS

Conditional Continuance January 2006; Full Continuance April 2006

The PCSB granted Tree of Life PCS a conditional continuance of its charter in January 2006. D.C. Public Charter School Board School Performance Reports at 65 (December 2006). Later that year, in April 2006, the PCSB lifted this Notice of Conditional Continuance. See *id.*

CC. Tri-Community PCS

Charter Warning in 2007; Relinquished charter in 2008 after revocation proceedings begun following five-year review

The school had been placed on Charter Warning in 2007 because they did not meet non-academic standards or organizational standards in the area of governance. As a result, PCSB drafted a Memorandum of Understanding to be executed between the school and the PCSB. See D.C. PCSB Board Meeting Minutes (February 26, 2007). In March 2007, the Board clarified that the main areas of concern were academics, financials and governance and asked the school what steps it was taking to address these issues. See D.C. PCSB Board Meeting Minutes (March 19, 2007). The PCSB received a status report from the school in June 2007. See D.C. PCSB Board Meeting Minutes (June 18,

2007). In January 2008 the Board noted that the school did not meet their latest review "in regards to governance, program development, and inadequate curriculum standards" and unanimously approved a motion to begin revocation proceedings. See D.C. PCSB Board Meeting Minutes (January 28, 2008).

DD. Washington Mathematics, Science, and Technology PCS
Conditional Continuance (2003-2004?); Full Continuance 2004

In December 2004, the PCSB lifted Washington Mathematics, Science and Technology's Notice of Conditional Continuance and granted it full charter continuance. See D.C. Public Charter School Board School Performance Reports at 64 (August 2005). It is not clear when the PCSB had originally placed the school on conditional continuance status, presumably in the 2003-2004 academic year as this was the first year that the PCSB conducted five-year high stakes reviews. See Testimony of Thomas Nida, Chair, D.C. Public Charter School Board before the D.C. Council Committee on Education, Libraries, and Recreation (March 8, 2005).

EE. William E. Doar, Jr. PCS for Performing Arts

No Charter Warning during 2009 preliminary charter review; Conditional Continuance in 2010

William E. Doar, Jr. underwent preliminary charter review in 2008-2009 and was *not* placed in Charter Warning status. See D.C. Public Charter School Board Annual Report 2009 at 11 (July 30, 2009). Although the school had not met academic performance standards, the school submitted additional data at the January 2009 Board meeting that had not been available at the PDR. See D.C. PCSB Board Meeting Minutes (January 26, 2009). The Board deferred its decision on whether to issue a Charter Warning to the school until the February 2009 Board Meeting in order to review and verify this new data. Following this review, the Board decided not to place the school on Charter Warning status, although it noted that it would continue to monitor progress at the school. See D.C. PCSB Board Meeting Minutes (February 26, 2009). Nonetheless, it was granted only a conditional continuance in 2010 after its five-year high stakes review. See D.C. Public Charter School Board Annual Report 2010 at 10-11 (July 30, 2010). In January 2011 the PCSB reviewed William E. Doar, Jr.'s compliance with its Notice of Conditional Continuance and found that it had not met the five conditions dealing with academics but had met the three fiscal management conditions. The school's board had voted, however, to close the upper school, which was not performing well. Rather than simply revoke the charter, the PCSB agreed to extend the conditional continuance for four months, with the school providing monthly updates. See D.C. PCSB Board Meeting Minutes (January 24, 2011). In May 2011, the PCSB found that the school had made progress in hitting benchmarks set by the Board; accordingly, the PCSB granted an additional conditional continuance for the school and planned to set additional performance indicators. See D.C. PCSB Board Meeting Minutes (May 24, 2011).

FF. Young America Works (YAW) Public Charter School

Several Notices of Concern, Deficiency and Probation; Revoked in 2010 (not in connection with five-year high stakes review)

Young America Works was issued a notice of probation in 2008 for failing to submit financial reports. See D.C. PCSB Board Meeting Minutes (March 17, 2008). In October 2009, following several on-time submissions, the PCSB lifted YAW's Notice of Probation for failure to submit timely audits. See D.C. PCSB Board Meeting Minutes (October 26, 2009). In 2009, PCSB issued a Notice of Probation for attendance and truancy to YAW for failing to "establish and maintain the required attendance rates for three consecutive quarters" despite already YAW previously receiving both a Notice of Concern and a Notice of Deficiency about these issues. D.C. PCSB Board Meeting Minutes (June 15, 2009). The Board indicated that the next step would be for the school to be placed on Charter Warning. As a condition of the probation, the school needed to work with the PCSB to identify and put in place effective solutions for solving the problem and would be given "an opportunity to present a comprehensive plan for addressing and improving attendance and truancy related to issues identified with its academic curriculum." *Id.* The PCSB voted at its December 21, 2009 meeting to continue this Notice of Probation due a continuing high truancy rate. See D.C. PCSB Board Meeting Minutes (December 21, 2009). On March 5, 2010 the PCSB convened an emergency meeting regarding the revocation of YAW's charter "because of serious and persistent concerns about the school's increasingly unsafe environment for students, and related deficiencies in academic instruction." PCSB Press Release (March 4, 2010). During this meeting, the PCSB approved a proposal to begin revocation proceedings due to "egregious violations relating to the health and safety of all students attending the school", including attacks on faculty and fires set in classroom. D.C. PCSB Board Meeting Minutes (March 5, 2010). The PCSB also found broad violations of YAW's charter in areas such as the Board of Directors, truancy and attendance, education program, books and supplies, and curriculum. See PCSB Press Release (March 8, 2010). As a result, the PCSB revoked YAW's charter effective 2010 for failure to comply with the terms of its charter agreement. D.C. Public Charter School Board Annual Report 2010 at 10-11 (July 30, 2010).

Appendix F

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Board Action Proposal

Staff Proposal ☐ Board Action ☐ Notice of Concern ☐ Notice of Deficiency ☐ Notice of Probation ☐ Charter Warning ☐ Proposed Revocation ☐ Revocation ☒ Charter Continuance ☐ PCSB Policy	School Request ☐ Enrollment Ceiling Increase ☐ Change in LEA Status ☐ Lift Board Action ☐ Approve Accountability Plan ☐ Operate in a New Location ☐ Charter Amendment ☐ Approve E-Rate Plan

PREPARED BY: Dr. Jackie L. Boddie, Academic Performance Officer

SUBJECT: Candidacy for Charter Continuance

DATE: December 19, 2011

BACKGROUND:

The review of a school's charter is based on its performance as outlined in the School Reform Act, §38-1802.13(a)(b) ("Act"). Pursuant to the Act, a public charter school is a candidate for revocation if the eligible chartering authority determines that the school: 1) committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities; 2) failed to meet the goals and student academic achievement expectations set forth in the charter; 3) engaged in a pattern of non-adherence to generally accepted accounting principles; 4) engaged in a pattern of fiscal mismanagement; or 5) is no longer economically viable. Additionally, a standard charter school¹ may be a candidate for charter revocation if its Performance Management Framework (PMF) performance falls into any one of the following categories:

- (1) Performs in Tier III for three consecutive years;
- (2) Performs in Tier III and shows ≥ 5 percentage point decrease in academic score for two consecutive years; or
- (3) Scores 20 percentage points or below in the most recent year.²

As well, a non-standard charter school³ may be a candidate for revocation of its charter if it fails to:

¹ Standard charter schools and programs administer statewide assessments to 3rd - 8th and 10th grade students.

² Standard charter schools and programs will be evaluated using the 20% points or below threshold this charter review cycle. Once schools have established two years or more of PMF data, the PCSB will hold them accountable to one of the three criteria cited.

³ Non-standard schools and programs include schools that provide instructional services to Pa 3-2nd grade students, GED and adult learners, and schools with 100% of students identified with special needs.

- (1) Attain the majority of the academic performance goals listed in its accountability plan; or come within 90% of all missed academic performance goals on its accountability plan;
- (2) Perform within a minimum of 90% of its accountability plan attendance targets, or
- (3) Maintain enrollment levels sufficient to sustain the economic viability of the school.

Integrated Design Electronics Academy (IDEA) Public Charter School is in its fourteenth year of operation (1998-2011). The school's mission is to "develop young people with the academic, social, leadership and occupational skills to compete successfully in post secondary education/training and enter challenging careers in the technical fields of work." The school is located in the Deerwood area of Ward 7 and currently serves 362 students in grades 7 through 12. The school has been accredited by the Middle States Association through 12/1/2013. Based on federal NCLB legislation, IDEA's instructional program is in Restructuring Year II.

According to the school's most recent Program Development Review, IDEA's instructional program continues to be an area in need of significant improvement. The school has failed to adequately address its academic targets on the DCCAS and all initiatives have failed to establish a trend of appreciable improvement in the school's academic performance during the course of its fourteen year charter. During the school's most recent nine-year DCCAS record (2002-2011), approximately 55% - 70% of IDEA's learner population has failed to acquire proficient reading and mathematics skills identified in its mission.

Year	% <u>Not Proficient</u> <u>Reading</u>	% <u>Not Proficient</u> <u>Math</u>
2002	76%	71%
2003	72%	70%
2004	68%	63%
2005	64%	72%
2006	78%	75%
2007	66%	70%
2008	55%	58%
2009	57%	60%
2010	59%	66%
2011	61%	62%

One of the greatest concerns cited by the Program Development Review team was the number of continuing Board initiatives not directly related to academic achievement. These efforts, over time, have competed with time and resources necessary to ensure the development of an effective instructional program exemplifying consistent and sustained achievement gains for learners in critical skill areas, specifically reading and mathematics.

IDEA Public Charter School is a Tier 3 school scoring 29.3% of 100 percentage points in middle school program performance and 30.9% in high school program performance under the PMF.

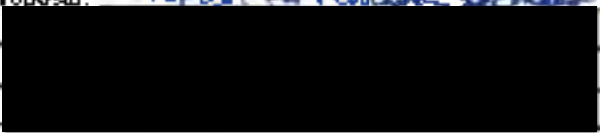
However, in violation of the *School Reform Act §38-18-2.04*, the school has operated an evening adult education program, for a number of years, without filing a charter amendment with the D.C. Board of Education or the DCPSB. The adult education component is outside the conditions, terms, standards or procedures set forth in its charter.

IDEA has not, however, committed any known violations of the conditions, terms, standards or procedures relating to the education of children with disabilities; has not engaged in a pattern of fiscal mismanagement; has engaged in generally accepted accounting principles, and is economically viable.

PROPOSAL

The Integrated Design Electronics Academy (IDEA) Public Charter School is a candidate for charter continuance as it met the PMP academic standard and the non-academic criteria stated in §38-1802.13(a) (b) of the School Reform Act.

A charter amendment, however, must be submitted immediately, if the school is to continue the evening adult education program. Until the Board approves such an amendment, the adult education program at IDEA should be terminated.

Date:	<u>12/19/11</u>
PCSB Action:	☐ Approved ☐ Approved with Changes ☐ Rejected
Changes to the Original Proposal:	<u>Proposal for renewal submitted and approved.</u>
	



December 21, 2011

**Colonel Joseph Stull
Integrated Design and Electronics Academy
Public Charter School
1027 45th Street, N.E.
Washington, D.C.**

Dear Colonel Stull:

This letter serves to inform you that in its meeting held on December 19, 2011, the DC Public Charter School Board approved a proposal to revoke the charter of Integrated Design and Electronics Academy Public Charter School ("IDEA") for failure to meet the academic goals and student academic achievement expectations set forth in its charter. In addition, IDEA has violated the terms of its charter and the School Reform Act by operating an evening adult education program.

Pursuant to § 38-1802.13 (b)(2) of the School Reform Act of 1995, as amended, you have the right to request in writing an informal hearing on the proposed revocation within fifteen (15) days of receipt of this letter.

Should you have any questions, please contact Jacqueline Scott-English at (202) 328-2671.

Sincerely,



**Brian W. Jones
Chair**

**Cc: IDEA Public Charter School Board of Trustees
Norman Johnson, Executive Director
DC Public Charter School Board Members**



D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

INTEGRATED DESIGN AND ELECTRONIC ACADEMY (IDEA)

PUBLIC CHARTER SCHOOL

Background

Integrated Design Electronics Academy (IDEA) Public Charter School is in its fourteenth year of operation (1998-2011). The school transitioned to the DC Public Charter School Board (PCSB) in 2007. The school's mission is to *"develop young people with the academic, social, leadership and occupational skills to compete successfully in post secondary education/training and enter challenging careers in the technical fields of work (grades 7-12)."* The school is located in the Deanwood area of Ward 7 and currently serves 362 students in grades 7 through 12. The school has been accredited by the Middle States Association through 12/1/2013. Based on federal NCLB legislation, IDEA's instructional program is in Restructuring Year II.

According to the school's most recent Program Development Review, IDEA's instructional program continues to be an area in need of significant improvement. Additionally, the new curricular design process is in various stages of development. Therefore, there continues to be no comprehensive curriculum in place for all core and elective courses. The school has failed to adequately address its academic targets on the DCCAS and all initiatives have failed to establish a trend of appreciable improvement in the school's academic performance during the course of its fourteen year charter. During the school's most recent nine-year DCCAS record (2002-2011), approximately 55% - 70% of IDEA's learner population has failed to acquire proficient reading and mathematics skills sufficient to meet the demands of challenge and competitiveness in these critical areas, as specified in its mission.

<i>Year</i>	<i>% Not Proficient Reading</i>	<i>% Not Proficient Math</i>
2002	76%	71%
2003	72%	70%
2004	68%	63%
2005	64%	72%
2006	78%	75%
2007	66%	70%
2008	55%	58%
2009	57%	60%
2010	59%	66%
2011	61%	62%

One of the greatest concerns cited by the Program Development Review team was the number of Board foci on continuing initiatives not directly related to academic achievement. These efforts, over the years, have consistently competed with time and resources necessary to ensure the development of an effective instructional program reflective of consistent and sustained achievement gains for learners, particularly in the critical areas of reading and mathematics skills.

Charter Review Summary

Both IDEA academic programs are Tier III; scoring 29.3% out of 100 percentage points in the middle school grades under the Performance Management Framework (PMF) and 30.9 of 100 percentage points under the PMF in the high school grades. Additionally, according to the *Annual Report 2010-2011*, and the Program Development Review interviews with faculty hired to teach in the evening, IDEA has conducted an Adult Education Program for a number of years. There is no official record of the school's formal request for a charter amendment to add this program to the original charter; this is a violation of the *School Reform Act 38-18-2.04*. None has been submitted to the former Board of Education or to the DC Public Charter School Board.

“...A charter school must have PCSB approval at least 120 days before implementing a modified curriculum or instructional method, if it represents a significant departure from the curriculum or instructional method described in its application.”

The budget for this program, according to IDEA school leadership, has been partially funded through the Department of Education's 21st Century Community Learning Centers (CCLC) Grant, which the DOE identifies as a resource for student Academic Improvement. The *No Child Left Behind* legislation mandates that the focus of the 21st CCLC programs be placed on providing academic and other enrichment opportunities to children in high-poverty, low-performing schools, to help these children succeed in meeting State and local academic standards. Concomitantly, schools receiving the grant, have the option of opening learning centers to families of those students who participate in center activities. DOE describes the family-focus activities as opportunities for literacy and related educational development. The language of the legislation allows centers “to serve adult family members of students, but not community members at large.” The Adult Education Program at IDEA Public Charter School does not appear to meet these *NCLB* legislative criteria. The center has offered free adult education classes in the evening, specializing in computer technology to community members at large. Eighty-five evening students were enrolled in the program 2010-2011. The Program Development Review team advised IDEA leadership that a charter amendment must be submitted to the PCSB, in order to legally continue this program component.

The school has not committed any known violations relating to the education of children with disabilities. Based on its 2010-2011 **PMF** academic and non-academic performance, IDEA is not a candidate for charter revocation.

Academic Performance Results

The following analysis of IDEA's academic performance is based on the four common PMF indicators for each secondary program: middle/high:

Middle School Performance

(1) Middle School Student Progress: Possible Points – 40

Overall, IDEA's eighty-five 7th and 8th grade students demonstrated below-average progress in both reading and math on the DC CAS, scoring only 6 of 20 possible points in reading and 5 of 20 possible points in math. Thus, the school earned **11** of **40** points for its middle school MGP measure.

(2) Middle School Student Achievement: Possible Points – 25

Overall, of the eighty-five students in grades 7 and 8 taking the DC CAS in reading, 39.5% were "proficient and advanced" and 5.3% were advanced only. In math, 44.7% were "proficient and advanced" and 0% of students were "advanced only." The middle school earned 1.93 of 10 points for "proficient and advanced" in reading; it earned .53 of 2.5 points for "advanced only" in reading; 3.26 of 10 points for "proficient and advanced" in math and 0 of 2.5 points for "advanced only" in math. Therefore, IDEA earned **5.72** points of **25** points for its middle school achievement measure.

(3) Middle School Gateway: Possible Points – 15

Of the 44 eighth graders taking the DC CAS reading assessment, 45% were proficient and advanced. IDEA earned **4.5** of **15** possible points for its middle school Gateway measure.

(4) Middle School Leading Indicators – Possible Points - 20

Overall, IDEA's middle school attendance rate was 90.3% earning the school 5.3 of 10 possible points. Its re-enrollment rate was 64.2%. IDEA earned 2.74 of 10 possible points. Thus, IDEA earned **8.04** of **20** possible points for its middle school leading indicator measure.

High School Performance

(1) High School Student Progress: Possible Points – 15

IDEA's sixty-nine tenth grade students demonstrated average progress in reading and better than average progress in math on the DC CAS, scoring 3.9 of 7.5 possible points in reading and 6.9 of 7.5 possible points in math. Thus, the school earned **10.78** of **15** points for its high school Student Progress MGP measure.

(2) High School Student Achievement: Possible Points – 30

Of the sixty-nine students in grade 10 taking the DC CAS in reading, 40% were “proficient and advanced” and 0% of students tested were advanced only. IDEA earned 2.1 of 10 possible points in grade 10 reading. Of the sixty-nine students tested in grade ten mathematics, 30.3% scored “proficient and advanced” on the DC CAS. The school earned 1.26 of 10 possible points. The percentage of students who scored “advanced only” in mathematics was 0%. Therefore, the school earned 0 of possible 2.5 points. The school earned was 0 of 5 possible points for Advanced Placement and International Baccalaureate performance. Thus, IDEA earned **3.4** points of **30** possible points for the high school achievement measure.

(3) High School Gateway: Possible Points – 30

Overall, of the 41 seniors enrolled at IDEA during the 2010-2011 SY, 40 seniors graduated. IDEA received 5.4 of 7.5 possible points or a 95% graduation rate. Of the eleventh grade students taking the PSAT at IDEA, 20% scored 80 or higher on the reading and math portions of the test. IDEA earned 3 of 7.5 possible points for its PSAT Gateway performance. Of all twelfth graders who took the SAT, 26.1% scored 800 or higher on the verbal and math portions of the test. IDEA earned 1.89 of 7.5 possible points for its students’ SAT performance. Because IDEA’s college acceptance rate of 37 did not exceed PCSB’s established floor of 63%, the school earned 0 of 7.5 possible points. Additionally, of **30** possible points, IDEA received **10.33** for its high school Gateway measure.

(4) High School Leading Indicators – Possible Points - 25

IDEA’s High School attendance rate was 90.3% earning the school 5.3 of 10 possible points. Its re-enrollment rate was 57.7%, which did not exceed the 59% floor established by the PCSB, resulting in the high school’s earning 0 of 10 possible points. And finally, 48% of ninth grade high school students were on track to graduate with their 2011-2015 cohort, earning the school 1.12 of 5 possible points. Overall, IDEA earned **6.42** of **25** possible points for its high school leading indicator measure.

Non-Academic Performance Results

The following analysis of IDEA’s non-academic performance is based on §38-1802.13(a) (b) of the School Reform Act:

- (1) Compliance-** The Board of Trustees has implemented an additional instructional program without submitting a Charter Amendment to obtain official Board approval for an Adult Education Evening Program, a violation of the ***School Reform Act 38-18-2.04***. The original charter was approved “to provide education for students in grades 9-12.” In 2003, the school submitted a charter revision request to the D.C. Board of Education requesting the addition of grades 7 and 8. Therefore, the school is currently operating outside the legal restrictions of the originally approved charter. In the area of special education, the school has not committed any known violations related to the education of children with disabilities. The school is under PCSB

Restructuring Year II in compliance with *NCLB* federal legislation. The school has had no compliance issues during the 2010-2011 school year.

- (2) Financial** - Based on the information available, PCSB believes that the IDEA PCS has solid fiscal management processes in place. The school's audit reports (FY08-FY10) reflect sound accounting and internal controls policies. The school has done an extremely good job submitting all necessary documents to PCSB for review when required. Annual budgets are extremely thoughtful and reflect careful planning and financial savvy. The school continues to perform exceptionally well in terms of cash flow and liquidity management. For the year ending June 30, 2010, the school's net assets approached \$4.6 million up \$678K from FY09 year-ending results. Additionally, the school's liquidity ratio of 6.31 indicates that the school possessed \$6.31 of liquid assets for every \$1 of short-term debt (a one-to-one ratio is adequate). As with any not-for-profit organization, the school should seek to continuously improve its fiscal management and internal controls.
- (3) Economic Viability**- Based on the information contained in the tables and charts above, PCSB staff concludes that IDEA PCS is economically viable and of sound fiscal health.

Appendix G



March 15, 2012

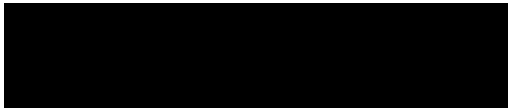
Colonel Joseph Stull
Board Chair
Integrated Design and Electronics Academy Public Charter School
1027 45th Street, N.E.
Washington, D.C. 20019

Dear Col. Stull,

This letter serves to inform you that in its public meeting held on February 27, 2012, the District of Columbia Public Charter School Board (PCSB) agreed to the terms of the mutually agreed upon conditions between PCSB and the Integrated Design and Electronics Academy Public Charter School (IDEA) to address IDEA's poor academic performance and violation of their charter in regards to their adult education program.

The PCSB takes seriously its role in providing oversight of the schools under its authority. We appreciate the efforts of your Board of Trustees, teachers, administrators and staff in serving students of Washington, D.C.

Sincerely,



Brian Jones
Chair

cc: David Owens, Board Member and Chair of the Restructuring Team
Norman Johns, Executive Director

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Board Action Proposal

Staff Proposal

- ☐ Board Action
- ☐ Notice of Concern
- ☐ Notice of Deficiency
- ☐ Notice of Probation
- ☐ Charter Warning
- ☒ Proposed Revocation
- ☐ Revocation
- ☐ Charter Continuance
- ☐ PCSB Policy

School Request

- ☐ Enrollment Ceiling Increase
- ☐ Change in LEA Status
- ☐ Left Board Action
- ☐ Approve Accountability Plan
- ☐ Operate in a New Location
- ☐ Charter Amendment
- ☐ Approve L-Rate Plan

PREPARED BY: Dr. Jackie L. Boddie, School Performance Officer

SUBJECT: Candidacy for Charter Revocation
IDEA Public Charter School

DATE: February 27, 2012

Charter Revocation

Pursuant to the School Reform Act, a public charter school is a candidate for revocation if the PCSB determines that the school: 1) committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities; 2) failed to meet the goals and student academic achievement expectations set forth in the charter; and/or 3) engaged in a pattern of non-adherence to generally accepted accounting principles, engaged in a pattern of fiscal mismanagement, or is no longer economically viable.

The PCSB's Performance Management Framework ("PMF") measures, among other things, a charter school's academic achievement. A standard charter school¹ may be a candidate for charter revocation if its PMF academic performance falls into any one of the following categories:

- (1) Performs in Tier III for three consecutive years;
- (2) Performs in Tier III and shows ≥ 5 percentage point decrease in academic score for two consecutive years; or

¹ Standard charter schools and programs administer statewide assessments to 3rd – 8th and 10th grade students.

- (3) Scores 20 percentage points or below in the most recent year.²

A non-standard charter school³ may be a candidate for revocation of its charter if it fails to:

- (1) Attain the majority of the academic performance goals listed in its accountability plan; or come within 90% of all missed academic performance goals on its accountability plan;
- (2) Perform within a minimum of 90% of its accountability plan attendance targets; or
- (3) Maintain enrollment levels sufficient to sustain the economic viability of the school.

BACKGROUND

IDEA Charter

The Board of Education chartered IDEA in 1997. The school's mission is to *"develop young people with the academic, social, leadership and occupational skills to compete successfully in post secondary education/training and enter challenging careers in technical fields of work."* The academic goals include:

- ensuring that all graduates go to college or into meaningful employment;
- improving PSAT, SAT and ASVAB test scores between 7%-10% each year;
- ensuring student SAT score averages between 800 – 1000 or higher.

The school is located in the Deanwood area of Ward 7 and currently serves 312 students in grades 7 – 12. IDEA has been accredited by the Middle States Association; this accreditation expires December 1, 2013. Based on federal *NCLB* legislation, IDEA is in Restructuring Year II.

IDEA's Academic Performance and Non-Academic Performance:

² Standard charter schools and programs will be evaluated using the 20% points or below threshold this charter review cycle. Once schools have established two years or more of PSF data, the PCSB will hold them accountable to one of the three criteria cited. PCSB reserves the right to raise the threshold as performance across the sector improves.

³ Non-standard schools and programs include schools that provide instructional services to PK-2nd grade students, GED and adult learners, and schools with 100% of students identified with special needs.

According to the PMF, the IDEA Middle and High School both rank as Tier III schools. The Middle School PMF score is 29.3%. The High School PMF score is 30.9%.

IDEA has not engaged in a pattern of fiscal mismanagement, has engaged in generally accepted accounting principles, and is economically viable.

From a governance perspective, the PCSB has raised concerns with IDEA's failure to prepare and file a petition with the eligible chartering authority for approval of the revision to operate the adult education program, a violation of the *SRA* §38-1802.13(a)(1).

Based on IDEA's academic performance and the governance issue referenced above, the PCSB voted to propose revocation of IDEA's charter on *December 19th, 2011*.

On February 2, 2012, the PCSB scheduled a public hearing in response to the school's request. At the February 2, 2012 public hearing on the PCSB's proposed revocation of IDEA PCS's charter, the PCSB provided IDEA PCS with a letter requesting they provide by February 14, 2012:

1. a comprehensive review of IDEA PCS's current status,
2. its approach to the restructuring effort,
3. the school's goals, and
4. how the school intends to use the expertise of its consultants to assist its Board to enhance the school's capabilities.

On February 14, 2012, the Board of Trustees for IDEA submitted a plan containing the following promises, in order to address the PCSB's concerns:

- The Board Chair, Executive Director and Principal will step down at the end of the 2011-2012 SY.
- The adult education program has been terminated.
- The middle school program may be terminated, based on recommendation of the restructuring team.
- Ten Square will be the lead consultant of the restructuring team
- Charter Board Partners will conduct a full audit of its Board of Trustees and identify new member, train the new Board.
- Other consultants will be identified to join the restructuring team.
- End-to-End Solutions will conduct a full audit of their special education records and program and they will work with OSSE to get training
- An Action Plan for implementing the changes will be submitted.

IDEA PCS also committed to:

- implement the Restructuring Plan;
- provide monthly reports to the PCSB on its progress in implementing the Restructuring Plan until its 15-year charter renewal; and
- expect PCSB to evaluate IDEA PCS by the same standards it applies in evaluating any charter school whose charter is up for renewal.

STAFF RECOMMENDATION

Based on mutually agreed upon conditions between the PCSB and the IDEA PCS staff that address the aforementioned poor academic performance and the charter violation of the *SRA§38-1802.13(a)(1)* as it relates to the adult education program, the staff recommends that the Public Charter School Board vote not to revoke the IDEA PCS charter.

Further, PCSB staff recommends that the DC Public Charter School Board vote to continue IDEA's charter based on the "*Conditions for Continuance Agreement*".

Further, the staff advises that the PCSB closely monitor the established milestones outlined in the *Agreement* and the academic performance of the IDEA PCS student population. Should IDEA decline by more than five percentage points based on its PMF score, IDEA will be a candidate for revocation during the 2012-13 SY. Similarly should either or both of IDEA's secondary programs (i.e., middle school and/or high school) remain in Tier III status for three consecutive years, IDEA will be a candidate for revocation during the 2013-14 SY.

Date:	<u>2/27/12</u>
PCSB Action:	☒ Approved ☐ Approved with Changes ☐ Rejected
Changes to the Original Proposal:	

Appendix H



2012-13 Charter Renewal Report

Integrated Design and Electronics Academy Public Charter School

March 18, 2013

DC Public Charter School Board
3333 14th St., NW
Washington, DC 20010
(202) 328-2660
www.dcpsb.org

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RECOMMENDATION

DC Public Charter School Board ("PCSB") staff recommends Integrated Design and Electronics Academy Public Charter School's ("IDEA PCS") charter not be renewed at this time based on the school's failure to meet its goals and student academic achievement expectations as set forth in its charter and subsequently developed accountability plans.

However, given that this school is undergoing a PCSB Board-approved restructuring of its academic program and operations, PCSB staff recommends to the Mayor that, pursuant to the School Reform Act ("SRA") §38-1802.12(d)(5)(B), IDEA PCS be placed on probation, subject to the terms and conditions recommended by PCSB.

EXECUTIVE SUMMARY

IDEA PCS began operating in 1998 under the authority of the District of Columbia Board of Education ("DC BOE") and is currently in its fifteenth year of operation. In 2002-03, the DC BOE conducted a five-year review of IDEA PCS and determined that the school continue operating, notwithstanding the school's mixed performance of meeting the goals and academic achievement expectations laid out in its charter and further developed in subsequently created Accountability Plans (collectively, the "Charter").

In 2007, after the passage of the Public Education Reform Amendment Act dissolved the DC BOE, PCSB became the authorizer for IDEA PCS. Between 2007 and 2012, PCSB conducted several reviews of IDEA PCS, each of which indicated that the school had serious academic and operational failings that prevented its students from learning effectively.¹

In December 2011, the PCSB Board approved a proposal to revoke the charter of IDEA PCS.² However, in February 2012, the PCSB Board voted to forgo closure, and agreed to the terms of "mutually agreed upon conditions between PCSB and [IDEA PCS] to address IDEA [PCS]'s poor academic performance and violation of their charter."³ One of these conditions, among others, was that IDEA PCS would create a Restructuring Team that would conduct a thorough review of "IDEA [PCS]'s current systems and processes including: staffing, governance, academic program and performance, finances, and operations." These conditions also called for IDEA PCS to submit a report to the PCSB Board detailing the IDEA PCS Restructuring Team's review findings, along with the Restructuring Team's recommendations regarding how these school systems should be improved under a restructured school leadership team.⁴ IDEA PCS

¹ To see a timeline of PCSB reviews, see memorandum attached to this document as Appendix A.

² See Letter to Colonel Joseph Stull, dated December 21, 2011, attached to this document as Appendix B.

³ See Letter to Colonel Joseph Stull, dated March 15, 2012, attached to this document as Appendix C. See "Conditions for Continuance Agreement," attached to this document as Appendix D.

⁴ See IDEA PCS May 15th report, attached to this document as Appendix E.

submitted this report on May 15th, 2012 and is currently executing the Restructuring Team's recommendations, while PCSB is monitoring the school's progress in doing so.

This year, IDEA PCS's charter will expire, and it has submitted an application to renew its charter for another fifteen-year term. As part of the renewal process, PCSB must assess whether IDEA PCS has: (1) met the goals and academic achievement expectations ("goals and expectations") included in its Charter; (2) remained materially compliant with applicable laws; and (3) managed its finances effectively and remained economically viable.⁵ PCSB has conducted this assessment and determined that IDEA PCS has not met the goals and academic achievement expectations detailed in its Charter. The following report details this finding, and also assesses IDEA PCS's legal compliance and fiscal management over the course of its Charter.

Given its determination that IDEA PCS failed to meet its goals and expectations, PCSB is bound by the School Reform Act to deny IDEA PCS's application for renewal.⁶ However, the School Reform Act provides two "alternatives upon nonrenewal" and specifically limits only the DC BOE to exercising each of these alternatives. One alternative is for the DC BOE to manage the school directly while it arranges for the school to be closed; the second alternative is for the DC BOE to "place the school in a probationary status that requires [it] to take remedial actions, to be determined by the Board of Education, that directly relate to the grounds for the denial."⁷ As noted above, the DC BOE was dissolved in 2007 by the Public Education Reform Amendment Act, which also transferred the local education agency functions of the DC BOE to the Mayor.⁸

Given the restructuring plan that was approved last year by the PCSB Board, PCSB recommends the second alternative to non-renewal be pursued, and that IDEA PCS be placed on probation according to terms recommended by PCSB in a separate document, "IDEA PCS Proposed Probationary Terms."

GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The District of Columbia School Reform Act ("SRA") provides that PCSB shall not approve a charter renewal application if it determines that the school has failed to meet its goals and academic achievement expectations set out in its charter agreement.⁹ Goals are general aims usually charter mission related, which may be categorized as academic, non-academic, and organizational, whereas student academic achievement expectations ("expectations") are student academic aims measured by assessments. Goals and expectations are only considered as part of the renewal decision if they were approved by the PCSB

⁵ See DC Code § 38-1208.12(a)(3).

⁶ See DC Code § 38-1802.12(c).

⁷ DC Code § 38-1802(d)(5)(B).

⁸ DC Code § 38-175.

⁹ SRA §38-1802.12(c)(2).

Board in a school's charter agreement, charter amendment, or Accountability Plans (collectively, the "Charter").

IDEA PCS detailed ten goals in its charter application, which are included in the chart below.¹⁰ However, some of these goals were removed, others modified, and others further detailed in two subsequent Accountability Plans.¹¹ For the purposes of this review, PCSB analyzed five goals included in the school's charter application and which the school consistently pursued over the course of its Charter, as well as one additional goal, regarding student reenrollment, which was added in a 2008 Accountability Plan. For goals and expectations that were not consistently pursued over the course of the school's Charter, it is noted in the chart below that they were "not historically measured."

IDEA PCS has failed to meet four of the six goals it has consistently pursued over the course of its Charter, while partially meeting two goals. The chart below summarizes these determinations, which are detailed in the body of this report.

	Goal or Expectation	Met?
1	Ensure graduation rates are over 90%.	Partially
2	Ensure all June graduates go to college or into meaningful employment (minimum wage or higher) by September.	Not historically measured
3	Raise Grade Point Averages (GPA) an average of 5% per year.	Not historically measured
4	Students will improve on their standardized test scores. ¹²	No
5	Create an environment that encourages attendance and reduces absenteeism.	Yes
6	Ensure all eligible seniors are afforded the opportunity to obtain financial aid	Not historically measured
7	Improve student citizenship.	Partially
8	Integrate learning and work experience by focusing on experiential, hands-on work related experiences.	Not historically measured
9	Incorporates youth development activities.	Not historically measured
10	Receive more than a high school diploma.	No
11	IDEA students will reenroll at IDEA to complete the course of study.	No

¹⁰ See IDEA PCS Charter School Application, attached to this document as Appendix F.

¹¹ See IDEA PCS Accountability Plan (2004-2009) and IDEA PCS Accountability Plan (2008-2013), attached to this document as Appendix G and Appendix H.

¹² This goal was originally written as "Improve PSAT, SAT and ASVAB test scores between 7-10

1. Ensure graduation rates are over 90%.

Assessment: IDEA PCS has partially met this goal.

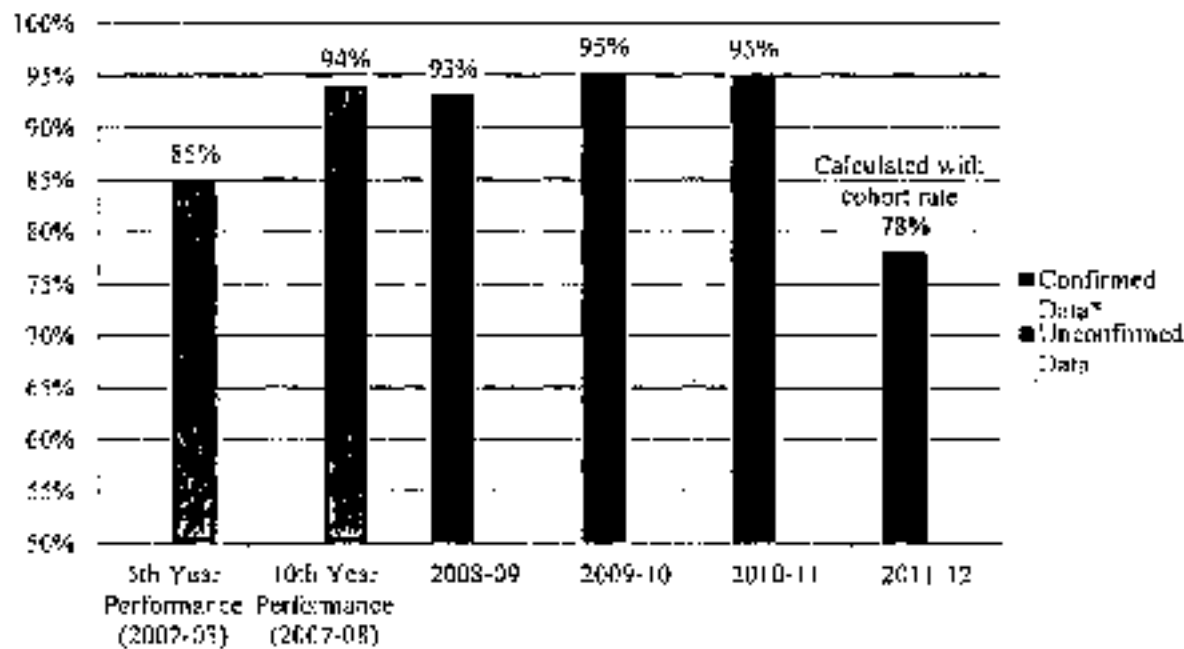
In its charter application, IDEA PCS set a goal that it would “[e]nsure graduation rates are over 90%.”¹³ In the school’s fifth year review, this goal was further refined: it was noted that graduating students would “meet or exceed all District of Columbia Carnegie graduation requirements as set forth by the Board of Education of the District of Columbia.”¹⁴

IDEA PCS did not meet this goal in its fifth year in operation, but did meet the goal at its tenth year in operation, as well as the three subsequent years. In 2011-12, IDEA PCS did not meet the goal. However, in that year the school’s graduation rate was calculated, as required by OSSF, using the Adjusted Cohort Graduation Rate. Graduation rates throughout the District of Columbia dropped when calculated using this method.

¹³ See Appendix F.

¹⁴ See IDEA PCS 5-Year Review, p. 18, attached to this document as Appendix I.

IDEA PCS Graduation Rates



*Data confirmed by PCSB and/or OSSE.¹³

2. Ensure all June graduates go to college or into meaningful employment (minimum wage or higher) by September.

IDEA PCS stopped pursuing this goal after its five-year review; its subsequently created Accountability Plans do not reference this goal. However, in its renewal application, IDEA PCS discussed how its mission is “the preparation of students with the academic, social, leadership and occupational skills for post-secondary opportunities” and presents data regarding the different education and career paths pursued by IDEA PCS graduates. This data indicates that IDEA PCS has increasingly focused its efforts to ensure that 100% of its students are accepted into college. Indeed, in both 2011-12 and 2012-13, 100% of IDEA PCS graduating students were accepted into college.

Also in its renewal application, IDEA PCS describes how it is preparing its students for post-secondary opportunities according to the school’s Restructuring Plan. It details how the school is providing students with targeted assistance regarding the college entrance process, and how it will “continue to dedicate staff

¹³ See IDEA PCS Graduation Rates memorandum, attached to this document as Appendix J, to review the sources for this data. Fifth-year performance data is sourced from IDEA PCS’ Fifth Year Review, attached to this document as Appendix I.

to students' post-secondary pursuits in college, the armed services, and post-secondary training/careers and to tracking the post-secondary choices of the graduates more precisely."¹⁶

3. Raise Grade Point Averages (GPA) an average of 5% per year.

IDEA PCS stopped pursuing this goal after its five-year review; its subsequently created Accountability Plans do not reference the goal. However, IDEA PCS did detail its students' average GPAs: from school years 2006-07 to 2011-12, students' average GPAs were between 1.97 and 2.07.¹⁷

IDEA PCS also details its restructured leadership team's efforts to more accurately track grades, its implementation of a new grading methodology intending to support student achievement, and its efforts to make IDEA PCS students active participants invested in the school's grading system and proactively pursuing higher grades. It details that as the restructuring process continues, the school will then examine "how grades from outside institutions, credit recovery, and summer school factor into a student's GPA."¹⁸

4. Students will improve on their standardized test scores.

Assessment: IDEA PCS has failed to meet this goal.

In its charter application, IDEA PCS set a goal to "[i]mprove PSAT, SAT and ASVAB [Armed Services Vocational Aptitude Battery] test scores between 7-10% each year."¹⁹ This goal was modified to more general terms in the school's 2003-08 Accountability Plan: "Students will improve on their standardized test scores."²⁰ It was noted in this Accountability Plan that this goal regarded four standardized tests: the PSAT, SAT, ASVAB, and the DC-CAS.²¹ Thus, in analyzing whether IDEA PCS has met this goal, its students' performance on these four tests is considered.

IDEA PCS' PSAT and SAT scores have consistently remained below the District of Columbia average, and its DC-CAS scores have declined since its tenth year in operation, while the District of Columbia average DC-CAS performance level has increased. IDEA PCS students' have had mixed results in obtaining ASVAB scores that would qualify them to join the army: some years, 60% of students taking the test make a qualifying score, whereas in other years, less than 30% of students achieve a qualifying score. Because IDEA's students have not improved on their performance on standardized tests over the course of the school's charter, PCSB concludes that IDEA PCS has failed to meet this goal. The graphs below illustrate IDEA PCS's students' performance on the above mentioned standardized tests.

¹⁶ See IDEA PCS Renewal Application, p. 7, attached to this document as Appendix K.

¹⁷ See Appendix K.

¹⁸ See Appendix K.

¹⁹ See Appendix F.

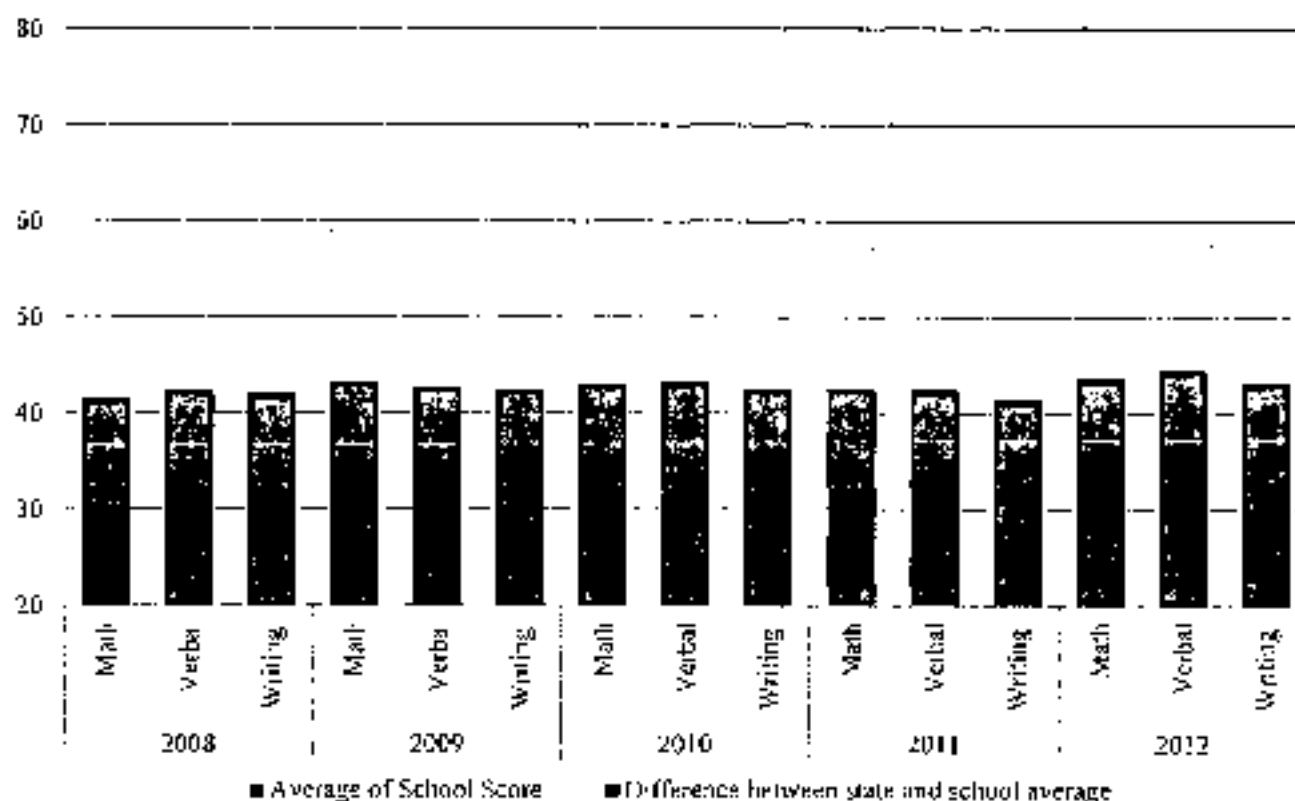
²⁰ See Appendix H.

²¹ See Appendix H.

IDEA PCS PSAT Performance

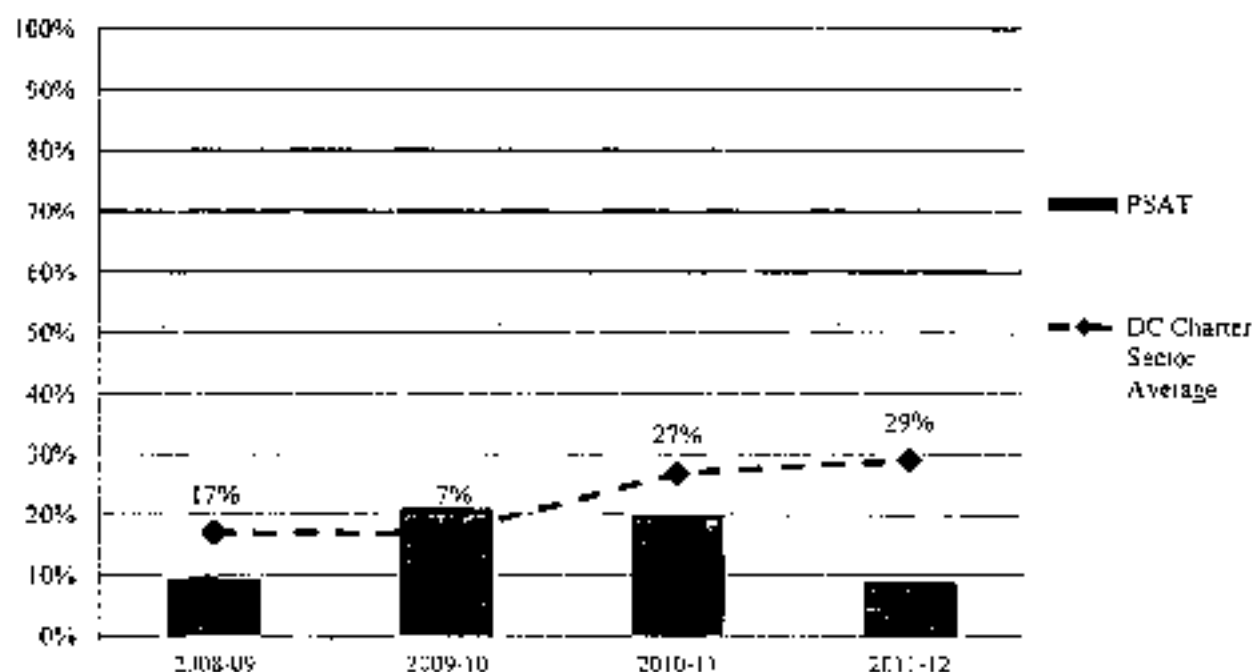
IDEA PCS average eleventh grade PSAT scores have been consistently below the District of Columbia average for the past five years.

IDEA PCS Eleventh Grade Average PSAT Scores



The below graph represents IDEA PCS's PSAT performance as calculated for the PMF. In each school year since 2009, except for school year 2010-11, less than 10% of IDEA PCS's eleventh grade students have scored 80 or higher on the PSAT. Even in school year 2010-2011 when the performance IDEA PCS's eleventh grade students spiked, the percentage of students scoring 80 or higher on the PSAT was 30 percentage points below the PCSN-set PMF target.

Percentage of Eleventh Grade Students with a Combined Score of 80 or higher on Reading and Math PSAT

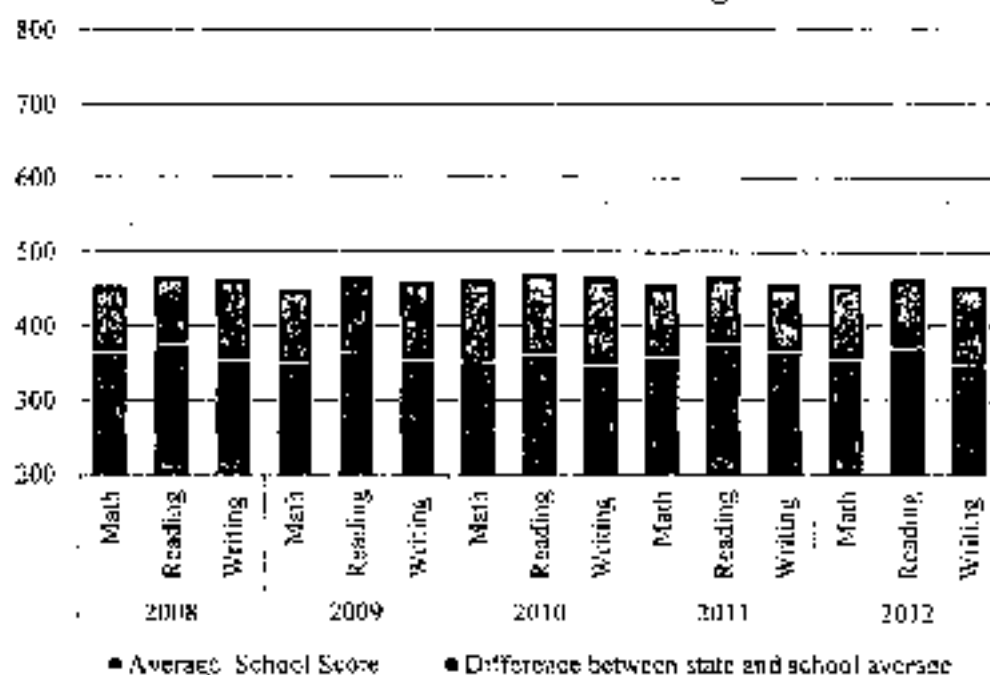


Source: PCSB PMF (* = not validated)

IDEA PCS SAT Performance

As with PSAT scores, IDEA PCS's average twelfth grade SAT scores have been consistently below the District of Columbia average for the last five years. Given the strong correlation between PSAT and SAT scores, IDEA PCS' SAT scores are consistent with its PSAT scores, discussed above.²²

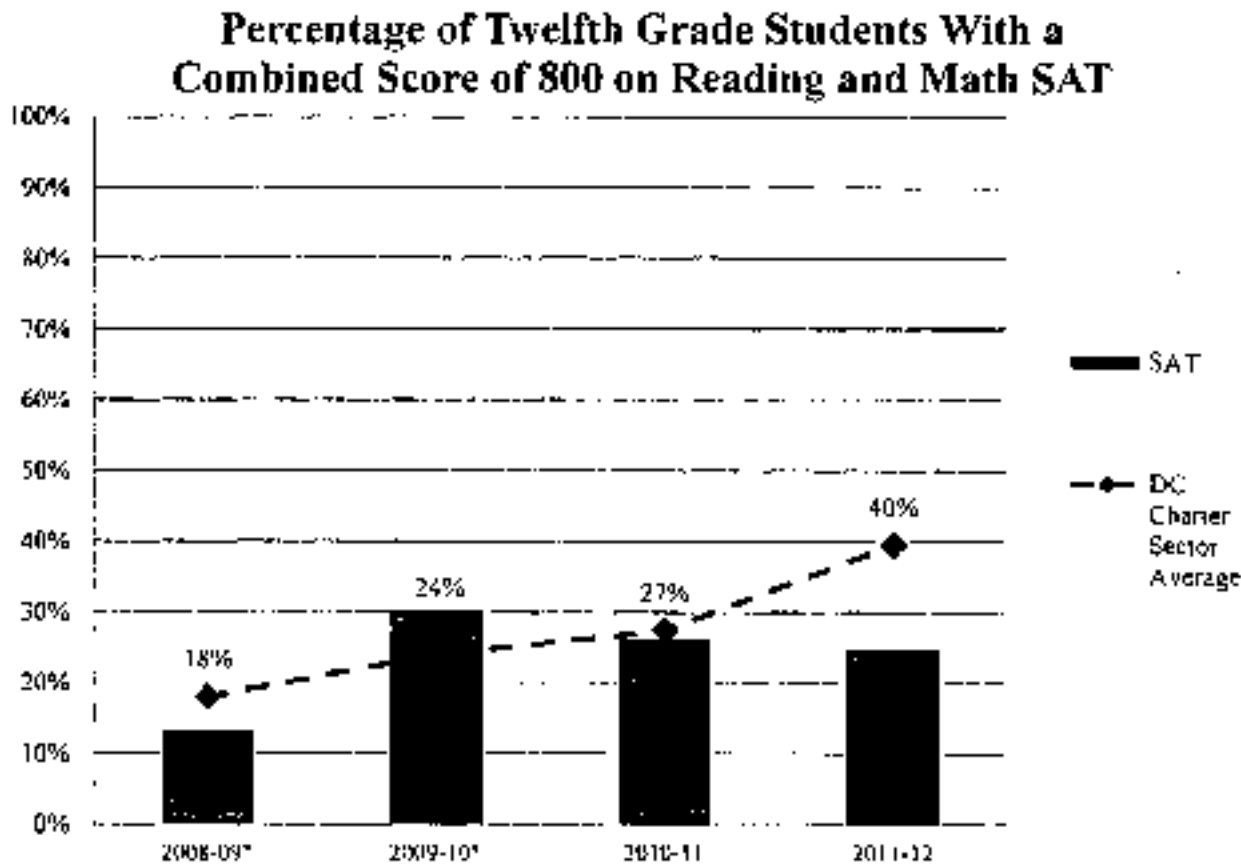
IDEA PCS Twelfth Grade Average SAT Scores



Source: College Board

²² Proctor, Thomas P., Wyatt, Jeffrey, and Wiley, Andrew. (2010). *PSAT/NMSQT Indicators of College Readiness*, p. 3. Retrieved from <http://research.collegeboard.org/sites/default/files/publications/2012/7/researchreport-2010-4-psat-nmsqt-indicators-college-readiness.pdf>.

The below graph represents IDEA PCS's SAT performance as calculated for the PMF. The percentage of IDEA PCS seniors achieving a combined score of 800 on the reading and mathematics section of the SAT exam increased from 2008-09 to 2009-10, but has since decreased, in contrast to the DC charter sector's increasing rate.

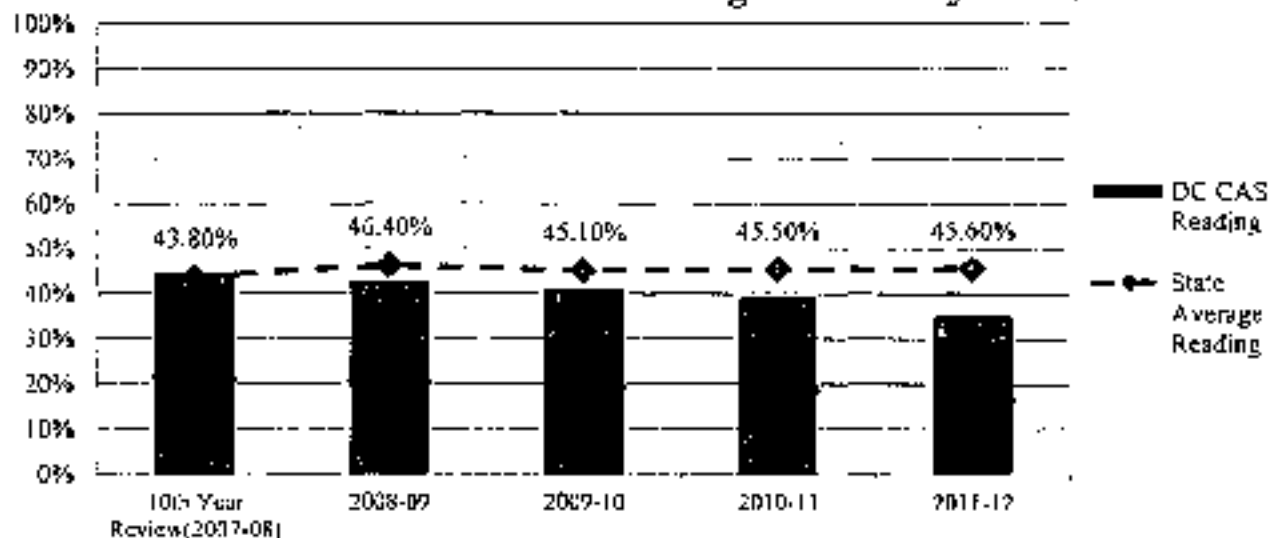


Source: PCSB PMF (* = not validated).

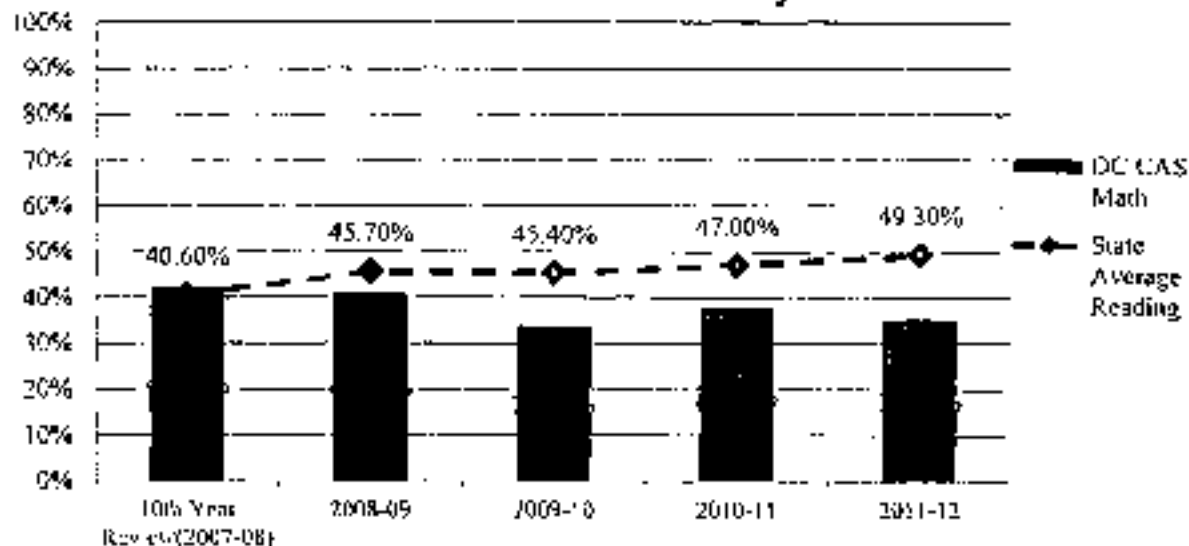
IDEA PCS DC-CAS Performance²³

As the two graphs below illustrate, IDEA PCS's performance on the DC-CAS reading and math sections has declined since its tenth year in operation. While its students' scores in both reading and math were slightly above the state average in its tenth year, reading proficiency rates have steadily declined each of the last five years, falling further below the state average, and math proficiency rates, while sporadic, have remained below the state average over the past five years.

IDEA PCS DC-CAS Reading Proficiency Rates



DC-CAS Math Proficiency Rates



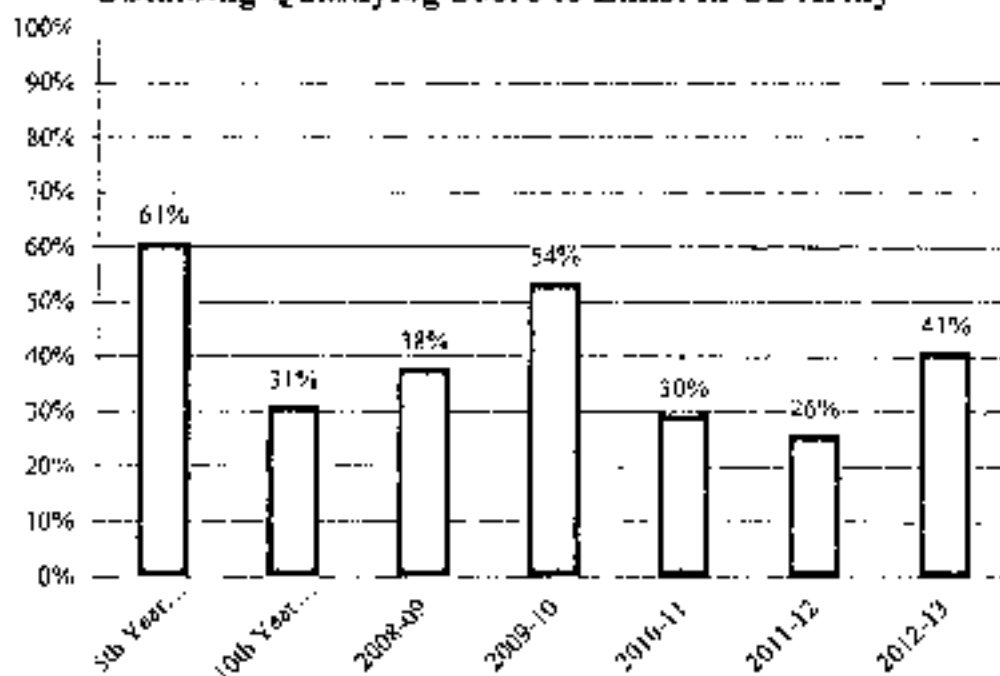
²³ See IDEA PCS DC-CAS Rates memorandum, attached to this document as Appendix L, to review the sources for this data.

IDEA PCS ASVAB Performance²⁴

IDEA PCS twelfth grade students may elect to take the Armed Services Vocational Aptitude Battery ("ASVAB"), which is a test administered by the United States military and used to determine whether a test-taker is qualified to enlist in various branches of the armed forces. In its renewal report, IDEA PCS submitted passage rates for this exam that "indicate[] the percentage of students who voluntarily elected to take the ASVAB and attained a qualifying score that enabled them to enlist in one of the armed services."²⁵ IDEA PCS defines "qualifying" as obtaining a score of 31 or higher, which is the minimum score required to qualify for enlistment in the army.

Between IDEA PCS's fifth and tenth year in operation, the percentage of students obtaining a qualifying score on this exam dropped by almost half. This rate increased during school years 2008-09 and 2009-10, then dropped in school years 2010-11 and 2011-12, never reaching the passage rate attained in its 5th year of operation. Under IDEA PCS's new leadership team, this rate increased by 15% during the current school year from last school year.

Percentage of IDEA PCS Students Taking ASVAB and Obtaining Qualifying Score to Enlist in US Army



²⁴ Data for fifth year performance is sourced from IDEA's Fifth Year Review, conducted by the DC Board of Education, attached to this document as Appendix M. Data for following years was submitted by IDEA PCS in its renewal application and has not been verified by PCSB.

²⁵ See Appendix K.

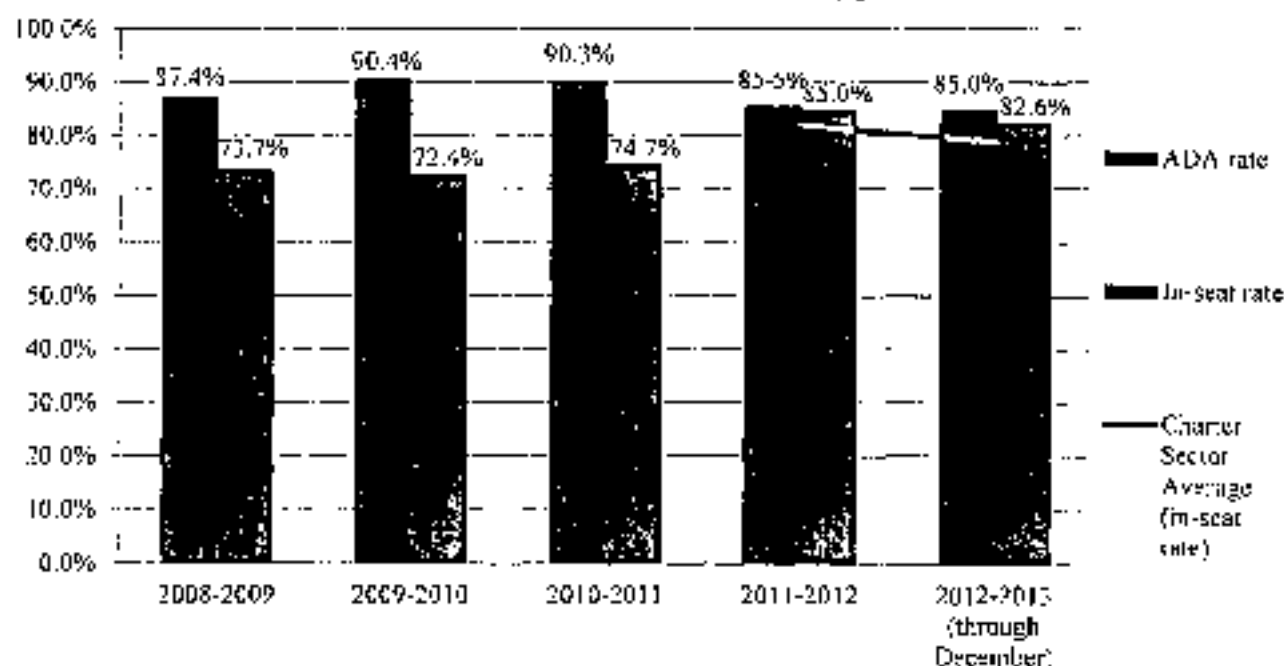
5. Create an environment that encourages attendance and reduces absenteeism.²⁶²⁷

Assessment: IDEA PCS has met this goal.

In IDEA PCS' fifth-year review, the DC BOE found that the school was meeting its attendance rate, average daily goal "to a moderate extent."²⁸ Since 2008-09, the school's in-seat middle and high school attendance rate has improved since the school's tenth year in operation. Average daily attendance reflects the average number of students who are present, or have an excused absence. In-seat attendance only reflects the average number of students who are present (it does not include excused absences)

Significantly, for school year 2011-12, and for school year 2012-13 through December, the school's middle school in-seat attendance rate was higher than the charter sector average, and its in-seat high school attendance rate was approximately the same as the charter sector average. IDEA PCS's average daily middle school attendance rate has decreased since 2009-10, and its average daily high school attendance rate has decreased since 2010-11.

Middle School Attendance Rates

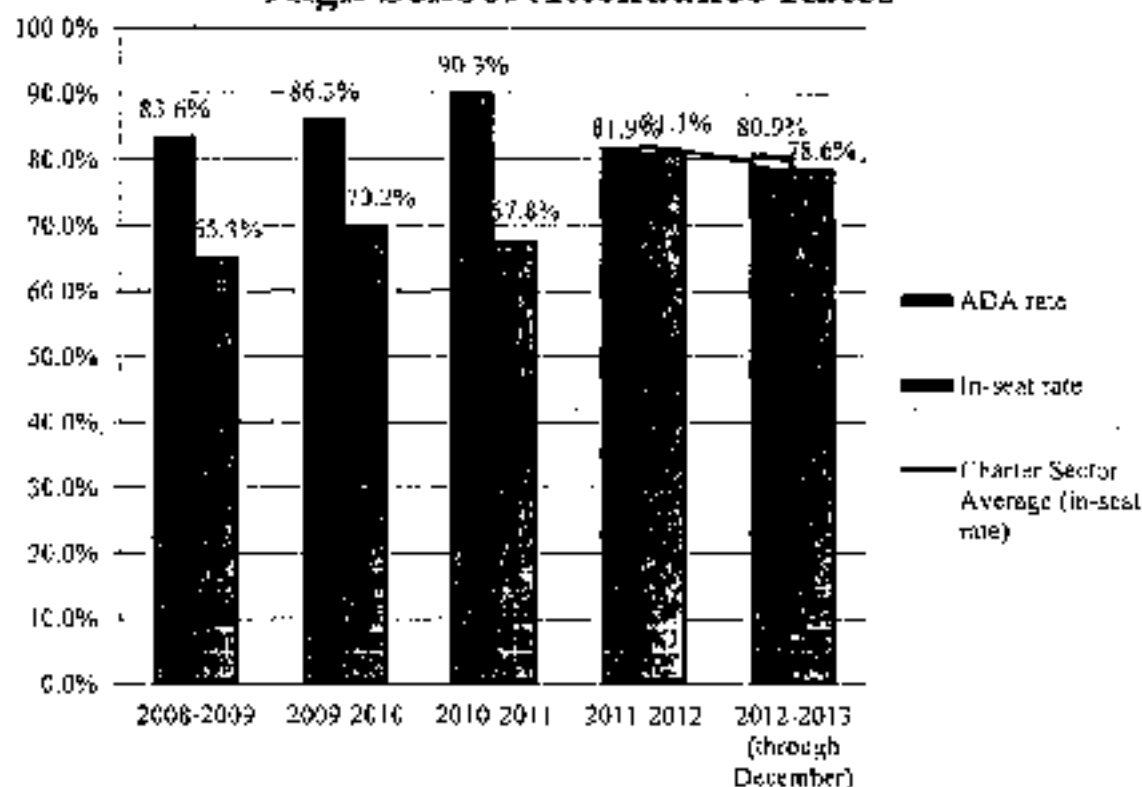


²⁶ See Appendix H.

²⁷ See IDEA PCS Attendance Rates memorandum, attached to this document as Appendix N, to review the sources for this data.

²⁸ See Appendix M.

High School Attendance Rates



6. Ensure all eligible seniors are afforded the opportunity to obtain financial aid.

IDEA PCS stopped formally pursuing this goal after its five-year review; its subsequently created accountability plans do not reference the goal. However, IDEA PCS detailed in its renewal application it supports twelfth grade students in “pursuing] meaningful post-secondary opportunities.”²⁹ For the past five years, a DC-College Access Program (“DC-CAP”) advisor has spent three days a week at IDEA PCS teaching students about higher education opportunities and financial aid and holding workshops to educate parents and teenagers about the college application process, as well as how to effectively pursue financial aid for college.

Additionally, IDEA PCS’s restructured leadership has created an Upper School Dean position to “guide the process of college applications and financial aid,” track all data relevant to the students’ college application process, and coordinate with the DC-CAP advisor.³⁰ IDEA PCS now offers a “College Prep and Writing Lab” class where students can receive targeted assistance regarding college applications and financial aid issues.

²⁹ See Appendix K.

³⁰ See Appendix K.

7. Improve student citizenship.

Assessment: IDEA PCS has partially met this goal.

In its charter application, IDEA PCS detailed a goal to “improve student citizenship.” It defined this goal as follows:

JROTC will focus on student discipline, citizenship and teamwork through repetitive team building exercises and performance tests. They will also be highly involved in community activities where civic issues and current events affecting the community are discussed.

In two subsequent Accountability Plans, this goal was revised to only focus on the school’s JROTC program, and not community service. In IDEA PCS’s 2008 Accountability Plan, the exact wording of this goal was:

IDEA high school students will complete a four year sequence of JROTC that will encompass instruction in leadership, teamwork, citizenship, health and physical fitness.³¹

While IDEA PCS set a target in its 2004 Accountability Plan that 100% of its students would participate in a four-year sequence JROTC program, it lowered this participation target to 25% of seniors in its 2008 Accountability Plan.³²

In its Restructuring Plan prepared last year, as part of the terms and conditions between the school and PCSB, IDEA PCS was required to analyze the “merits” of the school program in place and suggest “new systems where appropriate.” Its analysis, submitted as part of its May 15th Restructuring Report, indicated the JROTC program was not executed such that students participated in a progressive sequence of JROTC classes.³³ The Restructuring Report also indicated there were no policies in place regarding JROTC course outcomes and/or structure, and that JROTC instruction was inconsistent. It also noted that “no instruction in leadership or citizenship was evident.” It is unclear how long the JROTC program had operated under such conditions.

The Restructuring Plan also included recommendations for improving the JROTC program, including specifying whether JROTC was required to graduate, establishing course outcomes that included measurable objectives, adopting a research-based JROTC curriculum, training JROTC instructors in this curriculum, among others.

³¹ See Appendices G and H.

³² See Appendices G and H.

³³ See Appendix E.

In its renewal application, IDEA PCS describes how it has modified its JROTC program according to its Restructuring Plan. Participating in JROTC for two years is now a graduation requirement, and the school also offers an extended four-year JROTC program that students can elect to take.³⁴ The JROTC program also now allows students to follow a sequence of JROTC courses.

While IDEA PCS operated a JROTC program over the course of fifteen years, the Restructuring Team's assessment of this program, along with the school lowering its target for student JROTC participation from 100% to 25% in 2008 (although there is no indication on the record that IDEA PCS ever reported JROTC participation rates), suggests serious operational deficiencies in the JROTC program and supports a finding that IDEA PCS only partially met this goal over the course of its charter.

8. Integrate learning and work experience by focusing on experiential, hands-on work related experiences.

IDEA PCS stopped formally pursuing this goal after its five-year review; its subsequently-created Accountability Plans do not reference the goal. However, IDEA PCS did address in its renewal application how the school offers students work-related experience outside of its academic program, including how students designed and built a computer laboratory for a church in its community, as well as completed other technical projects in an effort to serve its community and get "hands-on work related experiences." For six years, among other programming, IDEA PCS has executed an internship program through which students learn job skills and work in summer internships in community businesses, nonprofit organizations, and government agencies.

IDEA PCS notes that as part of restructuring, after reexamining its career program and consulting with its students, it has shifted its focus to IT courses. To this end, it has developed an IT course sequence for students so students can build upon their IT knowledge with each course, rather than taking many different technology electives that did not substantively align with each other. The restructured leadership team is also evaluating potential organizations with which to partner to further allow its students hands-on work-related experiences.

9. Incorporates youth development activities.

IDEA PCS stopped formally pursuing this goal after its five-year review; its subsequently created Accountability Plans do not reference the goal. However, in its renewal application, IDEA PCS did address how the school has incorporated youth development activities into its programming.³⁵ It describes its JROTC programming, field trips, and sports programming, as well as programs in partnership with other organizations. Under the restructured leadership, IDEA PCS continues to coordinate numerous athletic, art, music, and mentoring activities for its students.

³⁴ See Appendix K.

³⁵ See Appendix K.

10. Receive more than a high school diploma.

Assessment: **IDEA PCS has failed to meet this goal.**

In IDEA PCS's charter application, the school detailed examples of student achievement that would indicate this goal was fulfilled: "advanced standing in college, a resume of work experiences, contacts with employers and other credentials showing work experience."³⁶

In its 2004-09 Accountability Plan, the school revised this goal to the following: "Students who desire may take vocational educational courses during the 10th, 11th, and 12th grades to earn a District of Columbia Public Schools career shop certificate."³⁷ The goal was again revised in a 2008 Accountability Plan, in which the school further separated this goal into four separate sub-goals, each with its own target. These goals and targets are detailed in the chart below. There is no indication on the record that IDEA PCS reported whether it had met these targets.

Career and Technical Goals, 2008 Accountability Plan	Target Associated with Goal
Career and Technical Education (CTE) Introduction to Technology Course. Ninth graders will begin their four year program of CTE education by completing the Intro to Tech Course	50% of ninth graders will pass the Introduction to Technology Course.
Career and Technical Education (CTE) specialized course of study. Tenth and Eleventh grade students will take a two year sequence of specialized technology instruction.	40% of 11th graders will complete two years of one of IDEA [PCS]' course/program offerings with a passing grade of C- or above.
Career and Technical Education (CTE) Internship program.	25% of seniors will complete an internship
Career and Technical Education (CTE). CTE Certificate.	25% of graduating seniors will receive a CTE certificate [Certificate requirements: (1) passing Intro to Tech Course, (2) Passing a specialized 2 year course of instruction, (3) successfully completing an internship.]

In the Restructuring Plan prepared last year, IDEA PCS' career and technology program did not possess necessary components needed to allow it to operate successfully as a career academy program, and that because of this, there had been "little student success in regards to completion of industry certifications."

Indeed, in 2010-11 and 2011-12, only two IDEA PCS students passed industry exams. Like the JROTC program, the school's career and technology program lacked course sequencing and did not align with the

³⁶ See Appendix F.

³⁷ See Appendix G.

students' core classes. In its renewal application, IDEA PCS could only identify "approximately 40 students earned certificates [in a technical field] and approximately six students earned Industry Certificates (A+) [in information technology fields]" over the school's 15-year history.³⁸ However, the accompanying chart detailing which "shop certificates" were issued during each school year indicates that 74+ students earned a "shop certificate" since 1999 (although for some years, the school has no data regarding whether any student earned a "shop certificate"). To give context to these numbers, approximately 30-40 students graduate from IDEA PCS each year.³⁹

IDEA PCS' restructured administration has scaled down the school's career and technology offerings. It currently requires all students to complete at least one technology course, and then allows students to elect to pursue a certification track in technology. IDEA PCS "anticipates an expansion of this career and technical field in the future."⁴⁰

Given the small number of students that have earned a certificate after studying in IDEA PCS' career and technology courses over the past 15 years, as well the programmatic deficiencies in this academic programming, PCSB finds that IDEA PCS did not meet the above goal.

³⁸ See Appendix K.

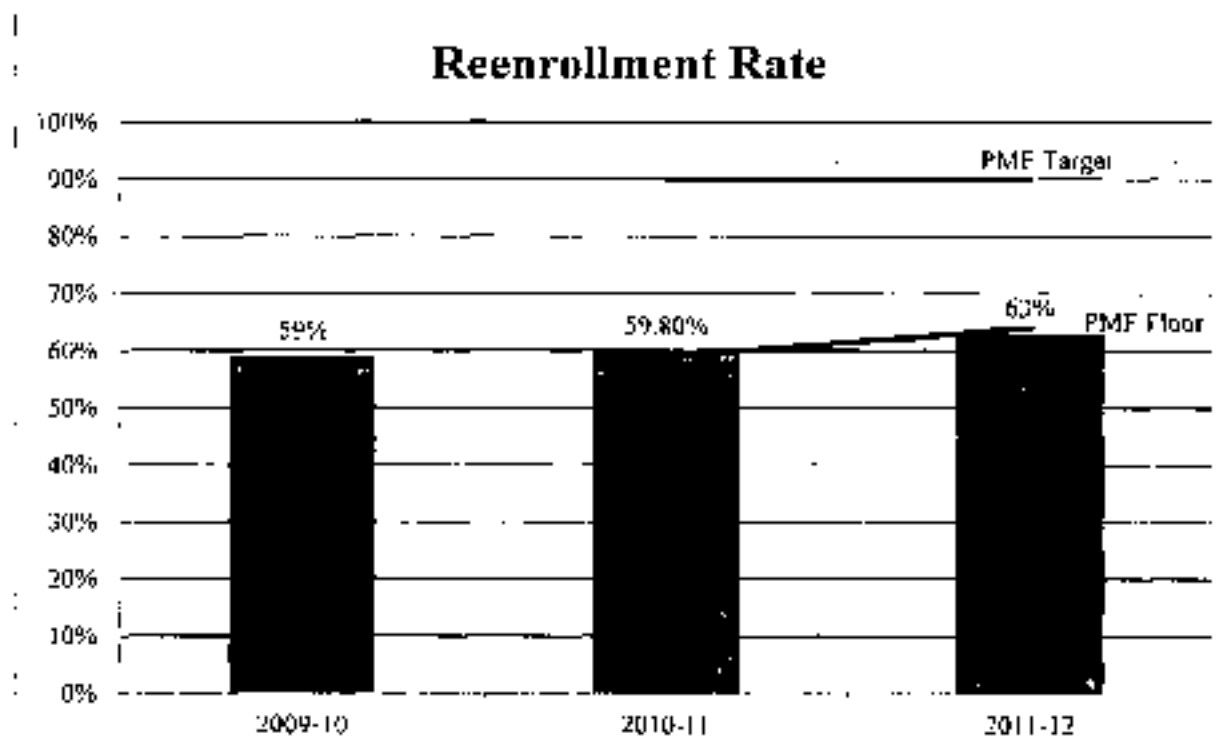
³⁹ Data sourced from PCSB Twelfth Grade Transcript Review Audit.

⁴⁰ See Appendix K.

1) IDEA students will reenroll at IDEA to complete the course of study.

Assessment: IDEA PCS has failed to meet this goal.

In its 2008 Accountability Plan, IDEA PCS included the above goal pertaining to student reenrollment.⁴¹ Reenrollment also has been measured as part of the Performance Management Framework. 59% of students that attended IDEA PCS in 2008-09 reenrolled for the 2009-10 school year. The reenrollment rate increased to 59.8% in 2010-11, and then to 63% in 2011-12.



⁴¹ See Appendix H.

COMPLIANCE WITH APPLICABLE LAWS

The SRA provides that PCSB shall not approve a charter renewal application if it determines that the school has committed a material violation of applicable laws.⁴² Several such laws are specifically referenced in the SRA, and PCSB has also monitored schools' compliance with additional laws. The following section identifies these laws and includes a determination of whether Imagine SE PCS has consistently complied with these laws over the past five years.

General Laws

In its 2012-13 Compliance Review, under the school's restructured leadership, IDEA PCS was found to be in full compliance with all general laws. In previous years, there were some incidents of incompliance with applicable laws, described below.

Health and Safety

The SRA requires schools to maintain the health and safety of all its students.⁴³ To ensure schools adhere with this clause, PCSB monitors schools for various health and safety indicators, among others, that schools have qualified staff members that can administer medications, that background checks have been conducted for all charter school employees and volunteers, and that schools have a "School Emergency Response Plan" in place and conduct emergency drills as required by the District of Columbia Fire Department.

While the school has remained largely in compliance in this area, in 2011-12, the school did not have background checks on file for all of its employees and volunteers.⁴⁴ The school cured this point of incompliance by its 2012-13 compliance review.

Discipline

PCSB reviews school discipline policies to ensure they afford students due process⁴⁵ and that parents and students are made aware of these due process safeguards. Over the past five years, IDEA PCS' discipline policies ensure due process, and it communicated these policies to its students and parents.

Enrollment and Attendance

The SRA requires schools to conduct a fair and open enrollment process that randomly selects applicants and does not discriminate against students. PCSB requires that schools announce a cutoff date for enrollment; IDEA PCS did not comply with this requirement in 2008-09.⁴⁶

⁴² SRA §38-1802.17(c)(2).

⁴³ SRA §38-1802.6(g).

⁴⁴ IDEA PCS Compliance Review (2011-12), attached to this document as Appendix O.

⁴⁵ As required by *Goss v. Lopez*, 419 US 565 (1975).

⁴⁶ IDEA PCS Compliance Review (2008-09), attached to this document as Appendix P.

Maintenance and Dissemination of Student Records

The Family Educational Rights and Privacy Act requires schools to properly maintain and disseminate student records.⁴⁷ In 2008, while student records were found to be stored in a locked area, the school did not have written policies and procedures in place to ensure student privacy.⁴⁸ Again in 2009, IDEA PCS did not have written privacy policies in place.⁴⁹

Title I of the Elementary and Secondary Education Act

Because IDEA SE PCS receives Title I funds, it is expected to adhere to a number of requirements under the ESEA, including hiring “Highly Qualified Teachers” and communicating certain information to parents about its participation in the NCLB program.⁵⁰ In 2007, IDEA PCS did not seek to establish a student transfer relationship with a qualified school, and three of its teachers were not Highly Qualified.⁵¹ In 2008-09 and 2009-10, the school was again out of compliance with NCLB; it did not have information on file regarding whether newly hired teachers were Highly Qualified, and parents were not notified of their right to request information on the qualifications of their child’s teacher.⁵²

Civil Rights Statutes and Regulations

Charter schools must comply with all applicable local and federal civil rights statutes.⁵³ There is no indication on the record that IDEA PCS has violated any such civil rights statutes.

Governance

The SRA requires that a school’s board of trustees have an odd number of members on it that does not exceed fifteen, of which the majority must be District of Columbia residents, and two must be parents.⁵⁴ The IDEA Board was out of compliance with this requirement in 2008, a majority of its members were not District of Columbia residents.⁵⁵ Under the restructured leadership, IDEA PCS has a board that is fully in compliance with the SRA.⁵⁶

⁴⁷ 20 USC §1232g.

⁴⁸ See Appendix P.

⁴⁹ PCSB 2009-10 Master Compliance Worksheet.

⁵⁰ 20 USC §6300, *et. seq.*

⁵¹ See IDEA PCS Compliance Review (October 24, 2007), attached to this document as Appendix Q.

⁵² See Appendix S.

⁵³ SRA §38-1802.02(1). This includes The Age Discrimination Act of 1985, the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, §504 of the Rehabilitation Act of 1973, part B of the Individuals with Disabilities Education Act, and the Americans with Disabilities Act of 1990.

⁵⁴ SRA §38-1802.5(a).

⁵⁵ See Appendix P.

⁵⁶ See IDEA PCS 2012-13 Board Roster, attached to this document as Appendix R.

Special Education Laws

Charter Schools are required to comply with Subchapter B of the Individuals with Disabilities Education Act⁵⁷ and Section 504 of the Rehabilitation Act of 1973.⁵⁸ In 2012, PCSB conducted a desktop audit of six special education indicators to assess IDEA PCS's compliance with these laws and the educational progress of its special education students.⁵⁹

Academic Performance of IDEA PCS Special Education Students

The SRA requires the PCSB to monitor the progress "of each [. . .] school in meeting student academic achievement expectations specified in the charter granted to such school."⁶⁰ As such, as part of the special education desktop audit, PCSB monitors the academic performance of students with disabilities. Specifically, PCSB reviews: (1) the achievement gap on the DC-CAS between a school's general population and its students with disabilities; and (2) how the academic performance of a school's students with disabilities compares to statewide average DC-CAS scores of students with disabilities.

The DC-CAS proficiency rates of IDEA PCS students with disabilities have consistently fallen below the state average for students with disabilities, and these students' proficiency rates are significantly lower than those of their non-disabled peers at IDEA PCS.⁶¹

Compliance Review of IDEA PCS by the District of Columbia Office of State Superintendent

As part of the desktop audit, PCSB examined a special education Performance Determination prepared by the District of Columbia Office of the State Superintendent ("OSSE"), which indicates that in 2010, IDEA was 80% compliant with its special education requirements, with OSSE noting that the school "Need[ed] Assistance" in fulfilling all applicable federal and local special education regulations.⁶²

OSSE also conducted On-site Compliance Reviews at IDEA PCS. In the report detailing one of these reviews, OSSE noted that a disproportionate number of IDEA PCS' special education students had been suspended or expelled, that students identified to be evaluated for special education services were not always evaluated within the federal requirement of 60 days, and that IDEA PCS was not adequately providing coordinated postsecondary transition services to its students aged 16 and older.⁶³ Two years

⁵⁷ 20 USC §1413(a)(5).

⁵⁸ 20 USC §794.

⁵⁹ See IDEA PCS Desktop Audit, attached to this document as Appendix S.

⁶⁰ SRA §38-1802.11(a)(1)(C).

⁶¹ See Appendix S.

⁶² See 2010 OSSE report, attached to this document as Appendix T. OSSE uses the same determination levels as the United States Department of Education: (1) meets requirements; (2) needs assistance; (3) needs intervention; or (4) needs substantial intervention.

⁶³ Requirements for implementing secondary transition services can be found in OSSE's Enclosure E, attached to this document as Appendix U.

later, in 2012, OSSE again found IDEA PCS not to be adequately fulfilling secondary transition requirements.⁶⁴

Timeliness of Special Education Meetings

In 2012, IDEA PCS did not always hold meetings for its students with disabilities in a timely manner, as required by federal law and the Special Conditions imposed by the US Department Education on OSSE.⁶⁵ OSSE's 2012 Quarterly Findings issued by notes that IDEA PCS was found to be noncompliant for timely completion of these meetings.

Financial Laws

Procurement Contracts

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

In 2010 and 2011, IDEA PCS was out of compliance with this provision; it submitted Determinations and Findings forms for 19 of 69 (28%) \$25,000+ expenditures during this time. Under the restructured leadership, the school has submitted five Determinations and Findings forms.

Timely Audits

The SRA requires schools to submit to PCSB an annual financial audit conducted by an independent certified public accountant or accounting firm.⁶⁶ In IDEA PCS's most recent charter review, PCSB noted that the school had submitted all of its audits in a timely fashion.⁶⁷ The school has submitted all audits due since its transition to PCSB's oversight on time as well.

Submission of Information about Donors and Grantors

The SRA requires schools to submit to PCSB an annual list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500.⁶⁸ IDEA PCS has fulfilled this requirement consistently by reporting this information in its annual reports.

⁶⁴ OSSE Quarterly Finding Report (June 29, 2012), attached to this document as Appendix V.

⁶⁵ 20 USC §1414(a)(2); OSSE FFY 2012 IDE Part B Grant Award Special Conditions, attached to this document as Appendix U.

⁶⁶ SRA §38-1802.04(c)(11)(ix).

⁶⁷ See Appendix I.

⁶⁸ SRA §38-1802.04(c)(11)(xi).

FISCAL MANAGEMENT AND ECONOMIC VIABILITY

The SRA requires the Board to revoke a charter at any time if it determines that the school:

- Has engaged in a pattern of nonadherence to generally accepted accounting principles;
- Has engaged in a pattern of fiscal mismanagement; or
- Is no longer economically viable.

As part of the 15-year renewal process, PCSB has reviewed IDEA PCS's documentation supporting these areas. **Over the course of the last five years IDEA PCS has demonstrated adherence to generally accepted accounting principles, sound fiscal management, and economic viability.**

Adherence to Accounting Principles

The school has consistently adhered to generally accepted accounting principles, as established by the Financial Accounting Standards Board. In its last charter review, PCSB found that IDEA PCS "has been efficient in administering accounting policies which follow PCSB accounting guidelines." A review of IDEA PCS's financial audits for recent fiscal periods reveals the same adherence to such accounting principles.

Fiscal Management

IDEA PCS has not engaged in fiscal mismanagement. The school's audit reports reflect sound accounting and internal controls, and no instances of noncompliance that are required to be reported per the U.S. Government Accountability Office's Auditing Standards. The school has consistently submitted all necessary financial documents to PCSB in a timely manner.

Economic Viability

A review of the school's fiscal record indicates IDEA PCS is economically viable.⁶⁹ One indicator of economic viability is a positive year-end annualized net income. IDEA PCS has concluded three of its last five fiscal periods with positive net income balances.

A high net asset reserve⁷⁰ is another indicator of economic viability. A net asset reserve equivalent to three to six months of operational expenditures is recommended. For the period ending June 30, 2012, IDEA PCS's net assets approached \$4.5MM and monthly expenditures were approximately \$700K per month, indicating that the school has approximately six months of operational expenditures in reserve.⁷¹

Fiscal Period	2008	2009	2010	2011	2012
Net Income	\$ 118,829	\$ (60,720)	\$ 678,229	\$ 26,248	\$ (97,967)
Cumulative Reserves	\$ 3,948,250	\$ 3,916,510	\$ 4,594,739	\$ 4,621,027	\$ 4,523,660

⁶⁹ See IDEA PCS activities and financial analysis sheet, attached to this document as Appendix W.

⁷⁰ Net asset reserves are reflective of a school's value in excess of its liabilities.

⁷¹ Fixed assets account for most of the school's net assets and would need to be liquidated to free up cash.

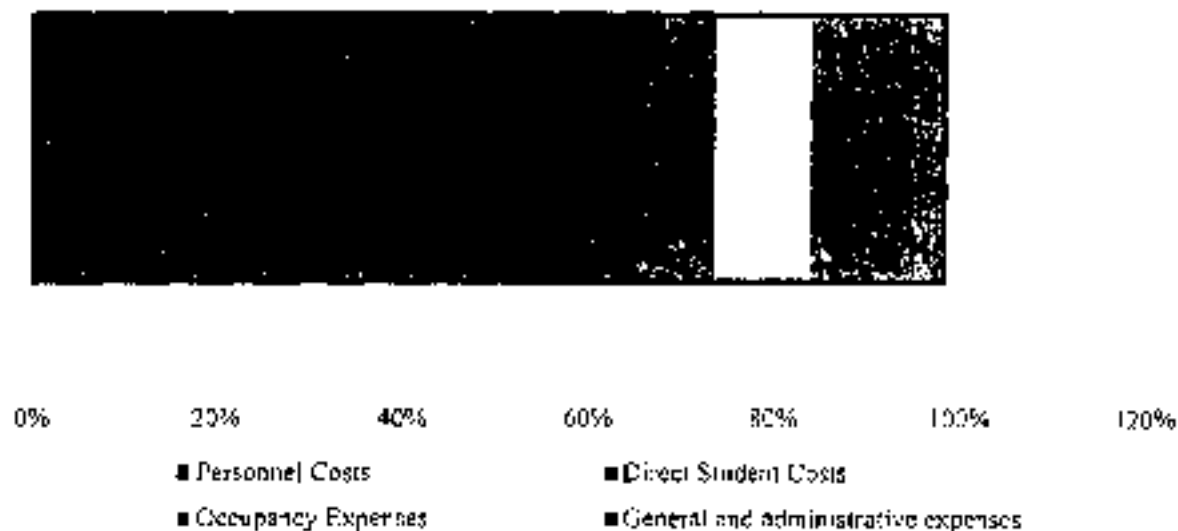
It should be noted that a significant portion (approximately 89.3%) of the school's total assets are fixed, indicating the school's reliance on debt to finance expansionary activities. High levels of fixed assets relative to current assets, coupled with minimal liquid assets, could lead to insolvency. However, IDEA PCS's cash levels have been sufficient during the majority of the school's lifecycle and are slated to increase steadily going forward.

Net working capital⁷² and a liquidity ratio greater than one points to a school's ability to satisfy immediate financial obligations. IDEA PCS has successfully managed its working capital needs and generated positive working capital balances at the conclusion of each fiscal period (see table below). The school has sufficient liquid assets as indicated by the FY 2012 liquidity ratio of 1.70. The school should continue to strive to increase its liquidity to ensure that short-term payables are effectively managed and cash levels are adequate enough to cover debt service payments.

Fiscal Period	2008	2009	2010	2011	2012
Net Working capital	\$ 1,555,248	\$ 1,794,650	\$ 2,369,924	\$ 523,041	\$ 589,708
Liquidity ratio	2.23	4.15	6.31	1.56	1.70

The chart below details IDEA PCS's expenditures as a percentage of revenues. The school makes spending decisions appropriate for managing education programs. Salaries and occupancy costs are in line with comparable industry amounts and PCSB financial metrics for general education charter schools.

IDEA PCS: Expenditure as % of Revenues (FY2008 - FY2012 averages)



⁷² Net working capital is an organization's total assets, less its total liabilities.

Appendix I



2014-15 Charter Renewal Report

Integrated Design and Electronics Academy Public Charter School

March 23, 2015

DC Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010
(202) 328-2660
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RENEWAL AND KEY FINDINGS

After reviewing the renewal application¹ submitted by Integrated Design and Electronics Academy Public Charter School (“IDEA PCS”), as well as the school’s record established by the DC Public Charter School Board (“PCSB”), the PCSB Board concluded that IDEA PCS met the standard for charter renewal set out in the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.* (the “SRA”). As such, on March 23, 2015, the PCSB Board voted 5-0 to approve the school’s renewal application and renew the school’s charter for a second fifteen-year term.

The PCSB Board denied IDEA PCS’s renewal application in the 2012-13 school year, finding that the school had not met its goals and student academic achievement expectations (“academic expectations”) it committed to in its charter. However, given that the school was undergoing a PCSB-approved restructuring, the PCSB Board voted, pursuant to the SRA,² to recommend to the Mayor that “the school be put on probation, subject to the terms and conditions recommended by PCSB.”³ The Mayor approved PCSB’s recommendation and granted IDEA PCS probationary status for a maximum of three years subject to PCSB’s terms and conditions.⁴

PCSB and IDEA PCS agreed to five terms of probation for the school, including that IDEA PCS meet progressively higher scores on PCSB’s Performance Management Framework (“PMF”) over the course of its probation. IDEA PCS’s academic turnaround has been remarkable – in the school’s second year of probation, the school scored a 54.4% on the PMF, exceeding its third-year probation target of 50.0%. Indeed, in 2013-14 IDEA PCS had the largest increase in math proficiency among all public charter high schools. Given this, the Mayor approved a request from the school to exit probation a year early.

While IDEA PCS’s academic turnaround has been impressive, PCSB is concerned about the school’s 2012-13 and 2013-14 mid-year withdrawal rates. At 16.1% and 15.1%, respectively, the 2012-13 rate was the highest and the 2013-14 rate the second highest of all non-alternative DC charter high schools. While the school’s enrollment increased by 9% from 2012-13 to 2013-14 (from 199 to 217 students), 33 students left the school mid-year in 2013-14. Additionally, the school’s 24.6% 2013-14 suspension rate is higher than the public charter high school average of 18.5%. PCSB staff is concerned with such high withdrawal and suspension rates and will be monitoring this closely in the coming years.

Finally, PCSB has concern about IDEA PCS’s long-term economic viability. The school’s enrollment declined from 389 students in 2010-11 to 199 students in 2013-14 (in part due to the closure of its middle school program, in which 64 students were enrolled in 2012-13, the middle school’s last year in operation). This caused IDEA PCS’s financial position to decline, and the school defaulted on its facility

¹ See IDEA PCS renewal application, attached to this report as Appendix A.

² DC Code § 38-1802(d) (5) (B). While the SRA specifies that only the DC BOE can grant probation upon nonrenewal, that agency was dissolved in 2007 by the Public Education Reform Amendment Act, and all of its education agency functions were transferred from the DC BOE to the Mayor.

³ See March 2013 PCSB Board minutes, attached to this report as Appendix B.

⁴ See letter from DC Mayor Vincent C. Gray to PCSB chairman John “Skip” McCoy and PCSB Executive Director Scott Pearson, dated April 12, 2013, and attached to this report as Appendix C.

mortgage. During this renewal process, IDEA PCS reported to PCSB that it is in the process of refinancing the debt with another lender, at a lower rate. It is imperative that IDEA PCS's fiscal position improve over the next two fiscal years so that the school remains economically viable.

CHARTER RENEWAL STANDARD

The standard for charter renewal is established in the SRA: PCSB shall approve a school's renewal application, except that PCSB shall not approve the application if it determines one or both of the following:

- (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; or
- (2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.⁵

Separate and apart from the renewal process, PCSB is required by the SRA to revoke a school's charter if PCSB determines that the school (1) has engaged in a pattern of non-adherence to generally accepted accounting principles ("GAAP"); (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.⁶

Given the SRA's standard for charter renewal, as well as PCSB's obligation to revoke a school's charter if it has engaged in the above types of fiscal misconduct, this report is organized into three sections. Sections One and Two are analyses of the school's academic performance and legal compliance, respectively, and serve as the basis for PCSB staff's renewal recommendation. Section Three is an analysis of the school's fiscal performance – included so that in the case that a school is found to have met the standard for charter renewal but has also engaged in fiscal mismanagement, PCSB can advise the PCSB Board accordingly.

SCHOOL OVERVIEW

IDEA PCS began operating in 1998 under the authority of the District of Columbia Board of Education ("DC BOE") and is currently in its seventeenth year of operation. In 2007, after the passage of the Public Education Reform Amendment Act dissolved the DC BOE, PCSB became the authorizer for the school. IDEA PCS's current mission is:

⁵ D.C. Code §38-1802.12(c).

⁶ D.C. Code §38-1802.13(b).

To prepare students with the academic, social, leadership and occupational skills for post-secondary opportunities and to be responsible citizens who contribute to the community.⁷

IDEA PCS originated within DCPS's Phelps High School, as a "school-within-a-school" focused on preparing ninth through twelfth grade students for technical careers. Since its inception, two focal points of the school have been its Junior Reserve Officers' Training Corp ("JROTC") and Career Technical Education ("CTE") programs.

In 2002-03, the DC BOE approved the school's charter amendment petition to expand to serve students in grades seventh and eighth grades.⁸ However, in 2013-14, IDEA PCS discontinued these middle school grades, as part of a turnaround process (described further below), and now operates a high school serving only ninth through twelfth grade students. JROTC and CTE programming remain a central part of the school, although since the turnaround effort starting in 2012-13, IDEA PCS has scaled back these programs, decreasing the required number of JROTC credits from eight to four, and reducing its CTE offerings. The school currently offers Microsoft Office Specialist certification, and students can enroll in AutoCAD classes, in which students learn how to design and draft engineering and architectural blueprints using AutoCAD computer software.

The school's overall performance on PCSB's PMF – which incorporates many indicators, including academic growth, proficiency, attendance, and reenrollment – is summarized in the table below.

Grade Levels	Ward	Year Opened	2014-15 Student Enrollment	2010-11 PMF	2011-12 PMF	2012-13 PMF	2013-14 PMF
7 – 8	4	2003	N/A	29.3% Tier 3	14.3% Tier 3	N/A	N/A
9 – 12		1998	217	30.9% Tier 3	28.4% Tier 3	43.7% Tier 2	54.4% Tier 2

Previous Charter Reviews and Renewal

In 2002-03, the DC BOE conducted a five-year review of IDEA PCS, finding that "the percentage of students performing below basic in both reading and mathematics remains critically high, and the

⁷ In 2010-11, the school updated its mission without petitioning for an amendment to its charter. The mission of the school as detailed in its charter application is "to develop young people with the academic, social, leadership and occupational skills to compete successfully in post secondary education/training and enter challenging careers in the technical fields of work." See IDEA PCS charter application, attached to this report as Appendix D. While the school removed reference to technical education from its mission, this remains a primary focus of its programming, with the school offering several Career Technical Education courses.

⁸ See IDEA PCS 2002-03 annual report, p. 2, attached to this report as Appendix E.

percentage of students performing on the proficient level in reading and mathematics remains extremely low.”⁹ Notwithstanding, the DC BOE voted to continue the school’s charter.

In December 2011, PCSB conducted a charter review of IDEA PCS, finding that it had “failed to adequately address its academic targets on the DC CAS and...failed to establish a trend of appreciable improvement in [its] academic performance.”¹⁰ Based on this review, the PCSB Board voted to initiate the process to revoke the school’s charter.¹¹ However, in February 2012, the PCSB Board voted to forgo revocation, and agreed to the terms of “mutually agreed upon conditions between PCSB and [IDEA PCS] to address IDEA [PCS]’s poor academic performance and violation of their charter.”¹² One of these conditions, among others, was that IDEA PCS would create a Restructuring Team that would conduct a thorough review of “IDEA [PCS]’s current systems and processes including: staffing, governance, academic program and performance, finances, and operations” and then submit a report to the PCSB Board detailing its findings and recommendations for school improvement.¹³ After entering into this agreement, IDEA PCS discontinued its seventh and eighth grades as part of the turnaround process.¹⁴

On January 7, 2013, IDEA PCS submitted an application to renew its charter for a second fifteen-year term. Based on PCSB staff’s finding that the school had not met its goals and academic expectations, the PCSB Board voted to deny the school’s renewal application.¹⁵ However, given that the school was undergoing a PCSB-approved restructuring, the PCSB Board also voted, pursuant to the SRA,¹⁶ to recommend to the Mayor that “the school be put on probation, subject to the terms and conditions recommended by PCSB.”¹⁷ The Mayor approved PCSB’s recommendation and granted IDEA PCS probationary status for a maximum of three years subject to PCSB’s terms and conditions.¹⁸

⁹ See IDEA PCS Five-Year Charter Review, attached to this report as Appendix F.

¹⁰ See IDEA PCS Ten-Year Review board memorandum, dated December 19, 2011, attached to this report as Appendix G.

¹¹ See Letter to Colonel Joseph Stull, dated December 21, 2011, attached to this document as Appendix H.

¹² See Letter to Colonel Joseph Stull, dated March 15, 2012, attached to this document as Appendix I. See “Conditions for Continuance Agreement,” attached to this document as Appendix J.

¹³ See IDEA PCS May 15th 2013 report, attached to this document as Appendix K.

¹⁴ The school writes in a March 8, 2013 letter that “[PCSB] staff indicated that [they] would modify [their] recommendation and decouple the PMF scores of the middle school and the high school if IDEA elected to close the middle school at the end of SY 12-13 and announce the decision in sufficient time for the current seventh graders to participate in ongoing middle school lotteries...The IDEA Board of Trustees subsequently considered this option and reluctantly elected to close the middle school at the end of SY 12-13 in order to concentrate all of its resources on improving the performance of the high school.” See March 8, 2013 letter from Mr. David Owens, IDEA Board Chair, and Mr. John Goldman, IDEA Executive Director to Mr. Skip McKoy, PCSB Chair, and Mr. Scott Pearson, PCSB Executive Director, attached to this report as Appendix L.

¹⁵ See the Goals and Academic Expectations section of IDEA PCS 2012-13 Charter Renewal Report, Appendix M.

¹⁶ DC Code § 38-1802(d) (5) (B). While the SRA specifies that only the DC BOE can grant probation upon nonrenewal, that agency was dissolved in 2007 by the Public Education Reform Amendment Act, and all of its education agency functions were transferred from the DC BOE to the Mayor.

¹⁷ See Appendix B.

¹⁸ See Appendix C.

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA provides that PCSB shall not approve a charter renewal application if the school has failed to meet its goals and academic expectations in its charter agreement.¹⁹

The table below summarizes PCSB's determinations regarding the school's terms of probation, which were adopted as the school's goals and academic expectations for renewal. These determinations are further detailed in the body of this report.

	Probationary Terms	Met?
1	The school is required to continue executing the restructuring plan as enumerated in the May 2012 Report.	Yes
2	The school must show progressive improvement on its PMF score for three years, achieving 40.0% in 2012-13; 45.0% in 2013-14; and 50.0% in 2014-15.	Yes
3	IDEA PCS must not commit any material violations of state and/or federal special education law during the course of the probation.	Yes
4	For the duration of IDEA PCS's probation, the school must submit regular reports to PCSB detailing its turnaround effort, which must include results from interim assessments the school conducts to gauge student progress towards mastery of standards and readiness for the DC-CAS.	Yes
5	Throughout the probationary term, IDEA PCS must annually report on its progress in a March public hearing before the PCSB Board.	Yes

¹⁹ SRA §38-1802.12(c)(2).

1. Probationary Term: **The school is required to continue executing the restructuring plan as enumerated in the May 2012 Report.**

Assessment: **IDEA PCS met this probationary term.** During its first year of probation, IDEA PCS met all benchmarks described in its restructuring plan. The school has continued to execute its turnaround strategies.

SCHOOL ORGANIZATION	
Recommendation from May 2012 Report	Implemented Recommendation?
Create clear job descriptions/evaluations for each position. Update offer letters.	The school updated hiring documents for leadership positions in 2012-13, and for all other positions in 2014-15 In 2013-14, the school’s organizational structure included a principal, assistant principal, department leaders, and grade level leaders.
Eliminate duplicative positions.	
Reduce number of direct reports to Executive Director – Principal, Chief Operating Officer, Development Director	
Simplify organization chart.	
GOVERNANCE	
Recommendation from May 2012 Report	Implemented Recommendation?
Add board members with deep experience and expertise in organizational management, school turnaround, data-driven school improvement, and supporting effective leadership.	The majority of the school’s board was recruited as part of the school’s turnaround, and the school now has members with expertise in academics, operations, and finance, among other things. ²⁰
Remove disengaged board members.	
Overhaul board operations to follow best practice for charter school boards.	The school voted to implement an updated Board Policy Manual on July 26, 2014. ²¹
Set clear board goals and put in place a system for tracking progress towards those goals.	IDEA PCS’s board members discuss their goals for the school during their board meetings, as well as establishing strategic plans for improving academic achievement, increasing enrollment, and fundraising. ²²
Lay the groundwork for a strategic planning process.	
Develop an evaluation plan for the new school leader.	The school submitted to PCSB an affidavit that it conducted an evaluation of its principal during the 2013-14 school year. ²³
Refocus board to place top priority on raising academic achievement and installing and supporting effective	There are numerous examples in IDEA PCS’s board meeting minutes that indicate the school’s board is focused on raising academic achievement. ²⁴

²⁰ See IDEA PCS 2010-11 and 2014-15 board rosters, attached to this report as Appendix N.

²¹ See IDEA PCS July 26, 2014 meeting minutes, attached to this report as Appendix O.

²² See August 21 2014 IDEA PCS board meeting minutes, attached to this report as Appendix P.

²³ See affidavit regarding principal evaluation, attached to this report as Appendix Q.

²⁴ See Appendix O.

school leadership.	
Revise board meeting agendas to ensure that the board's time is focused on its top priorities.	The board's meeting minutes indicate that the board's meetings are focused on academics, operations, and finances. ²⁵
Convene a mission review committee to revisit the school's mission statement and lead the Board's work in developing a new mission statement; vote on a revised mission by June 30, 2012.	IDEA PCS's Board voted on a revised mission at a June 2012 meeting. If the PCSB Board votes to renew the school's charter, IDEA PCS will update its charter with the new mission. ²⁶
ACADEMIC PROGRAM	
Recommendation from May 2012 Report	Implemented Recommendation?
Establish new graduation requirements.	The school decreased the number of credits needed to graduate from 28 (in 2010-11) to 24 (in 2014-15), by eliminating four elective credits (two JROTC credits, 1.5 CTE credits, and .5 general elective credit). ²⁷
Revise community service policy.	The school updated its student handbook to clearly define what qualified as community service. ²⁸
Revise promotion policy.	The school's updated promotion policy has been streamlined and updated to reflect the reduced credits required to graduate. ²⁹
Establish policies for transferring credits.	Information unavailable.
Develop a four-year course sequence.	IDEA PCS has updated its student handbook to include the required four-year course sequence. ³⁰
Establish school-wide grading policy.	IDEA PCS implemented a school-wide grading policy in which each academic quarter is weighed equally in determining a final grade, which is based on performance assessments, demonstrated course content mastery, and homework completion. ³¹
Revise attendance policy and practices.	The school improved its morning check-in process and communicates with parents more frequently about attendance issues. Also, the school implemented incentives for good attendance. ³²
Establish various academic policies.	The academic policies included in the school's student handbook have been updated from previous versions. ³³

²⁵ See Appendices O, P, and Q.

²⁶ The school's updated mission is "to prepare students with the academic, social, leadership and occupational skills for post-secondary opportunities and to be responsible citizens who contribute to the community."

²⁷ See 2011-12 and 2014-15 IDEA PCS Academic Handbooks, attached to this report as Appendices R and S.

²⁸ See Appendix S, p. 12.

²⁹ See Appendix S, p. 18.

³⁰ See Appendix S.

³¹ See Appendix S, p. 15.

³² See Probation Report #3, p. 5, attached to this report as Appendix T.

³³ See Appendix S.

MILITARY AND CAREER PROGRAM	
Update JROTC policies, program, and curriculum.	The required number of JROTC credits has been reduced from four to two. The school uses the U.S. Army's JROTC curriculum.
Establish outcomes for the ASVAB exam.	Information unavailable
Revise career course programming and curriculum	IDEA PCS currently has two OSSE-certified career pathways in place. One is Microsoft Academy, a training program created by Microsoft, through which students earn Microsoft Office Specialist certification based on their proficiency in Microsoft Office skills. The school also offers AutoCAD classes, in which students learn how to design and draft engineering and architectural blueprints using AutoCAD computer software.
CURRICULUM	
Recommendation from May 2012 Report	Implemented Recommendation?
Align math curriculum to Common Core standards.	The school reported in its Probation Report #3 that it had aligned its math curriculum to the Common Core. ³⁴
Develop essential questions, measurable objectives, and higher order objectives for each unit.	The school is aligning its curriculum with the Common Core standards, which includes higher order objectives among other things.
Develop unit summative assessments, mid-term and end-year exams for all subject areas.	The school developed interim and end-of-year assessments in partnership with TenSquare. ³⁵
Develop school-wide rubric elements to align rubrics across content and grade levels.	In its probation reports, IDEA PCS references school-wide assessment rubrics that it uses when grading the students' interim exams. ³⁶
Develop US government curriculum.	This curriculum was developed in the 2012-13 school year and is updated periodically.
Align course descriptions in course catalog to curriculum.	The course catalog was updated in 2012-13 to ensure alignment with the curriculum.
Develop textbook policy and review whether to update textbooks.	IDEA PCS purchases textbooks as needed, but the school reports that teachers often use teacher-produced materials.
INSTRUCTION	
Recommendation from May 2012 Report	Implemented Recommendation?
Adopt school-wide instructional model.	The school's probation reports detail that IDEA PCS is

³⁴ See Appendix T, p. 3.

³⁵ See Appendix T.

³⁶ See Appendix T.

	executing a school-wide instructional model. ³⁷
Implement five school-wide teaching strategies.	A TenSquare consultant conducted a professional development session where all teachers learned five classroom strategies.
Develop expectations for key instructional areas and provide professional development accordingly.	The school developed professional development objective, and the school executes an intensive two-week teaching institute, weekly professional development for faculty, and full-school Data Days. ³⁸
Implement school-wide reading strategy.	The school implemented the Accelerated Reader program at all grade levels. ³⁹
BEHAVIOR	
Recommendation from May 2012 Report	Implemented Recommendation?
Develop and enforce clear uniform policy.	The school has created and implemented a detailed uniform policy. ⁴⁰
Update school handbook.	The school has updated its handbook. ⁴¹ It presented the updated handbook at its 2012 board retreat. ⁴²
Update Code of Conduct.	The school updated its discipline policies and behavior management support team. It also implemented five “guiding principles” for the school. ⁴³
Implement schoolwide rules.	
Establish behavior intervention plan.	
Update discipline policies.	
Create three Dean positions to assist with behavior management.	The school created one Dean position, given its reduced enrollment after closing its middle school program.
Update detention system.	IDEA PCS did not issue any detentions in 2012-13 as school administration redesigned the school’s approach to student discipline. In 2013-14, detentions were introduced, and were primarily issued by teachers. Starting in 2014-15, the Vice Principal also issues detentions as necessary.
Track discipline data.	The school tracks and analyzes discipline data.
Establish visitor policies.	The school now has a visitor policy in place. ⁴⁴
Position security guards strategically; ensure guards have proper training.	The school security detail has been outsourced to an outside security company.
Teachers should develop classroom management skills.	Teachers receive professional development in classroom management skills.
Create a merit system that includes incentives for students to modify behavior.	The school has positive incentives in place for students to attend school.

³⁷ See Appendix T.

³⁸ See Appendix T, Probation Report # 3, p. 2.

³⁹ See Appendix T, Probation Report #1, p. 3.

⁴⁰ See Appendix R, p. 32.

⁴¹ See Appendix R.

⁴² See board retreat minutes, August 2012, attached to this report as Appendix V.

⁴³ See <http://www.ideaPCS.org/five-guiding-principles>, attached to this report as Appendix U.

⁴⁴ See Appendix S.

FINANCES	
Recommendation from May 2012 Report	Implemented Recommendation?
Develop conservative budget for 2012-13.	A member of the board's finance committee discussed the school's FY2013 fiscal results at the board's July 26, 2014 meeting, noting that the school's "ending cash on hand exceeded projections, revenues exceeded budget and expenses were below budget, which resulted in a lower actual net loss than projected." ⁴⁵
Ensure loan does not enter technical default.	IDEA PCS defaulted on the loan for its facility. The school received a forbearance agreement from the bank, which retains the right to demand repayment of the loan at any time. The school is working to refinance the debt with a new lender, which may result in the loan interest payments decreasing.
Establish new finance committee.	The school established a finance committee that actively works towards improving the school's fiscal position. ⁴⁶
Execute reenrollment/enrollment plan with targets.	In the school's Probation Report #1, it set a 300 student enrollment target for the 2013-14 school year. ⁴⁷ However, given that the school closed its middle school program, only 199 students enrolled in 2013-14. The school set a goal of 215 students enrolling for the 2014-15 school year, and it met that goal with 217 students enrolling. ⁴⁸
OPERATIONS	
Recommendation from May 2012 Report	Implemented Recommendation?
Consider adding librarian, college counselor, and programs position.	The school now employs the following student support personnel (1) Student Support Specialist; (2) Dean of Academic Affairs; (3) Director of Special Education; (4) School Psychologist; (5) Attendance Monitor; and (6) Clinical Counselor. ⁴⁹
Consider requiring Deans to serve as summer school principal and/or Dean.	For the last two years, two teachers have served as co-principals of summer school.
Revise staff pay scale.	The school revised its staff pay scale.
Revise staff leave policies.	These policies have been revised. ⁵⁰
Revise retirement policy.	These policies have been revised. ⁵¹
Further analyze health benefits.	These policies have been revised. ⁵²
Improve recruitment/application	The school participates in the Common Lottery, and updated

⁴⁵See Appendix O.

⁴⁶See Appendix O.

⁴⁷See Appendix T, Probation Report #1, p. 6.

⁴⁸See Appendix O.

⁴⁹See Appendix U.

⁵⁰See Appendix V.

⁵¹See Appendix V.

⁵²See Appendix V.

process.	its admission information on its website. ⁵³
Consider expanding down through sixth grade so recruitment can begin at a traditional education transition.	IDEA PCS closed its middle school at the end of the 2013-14 school year; as such recruitment begins at a traditional education transition of 9 th grade.
Outsource security.	The school now has a contract with a security company to provide security services. ⁵⁴
Review whether facility management positions are necessary.	The school employs a custodian and carpenter on staff (previously it employed facilities manager, maintenance engineer, and building engineer. ⁵⁵

2. **Probationary Term:** The school must show progressive improvement on its PMF score for three years, achieving 40.0% in 2012-13; 45.0% in 2013-14; and 50.0% in 2014-15.

Assessment: IDEA PCS met this probationary term. The school exceeded the target over the past two academic years. Its 2013-14 PMF score exceeded its 2014-15 target by 4.2 percentage points.

	2012-13	2013-14	2014-15
IDEA PCS	43.7% Tier 2	54.2% Tier 2	N/A
Probationary PMF Requirement	40.0%	45.0%	50.0%

3. **Probationary Term:** IDEA PCS must not commit any material violations of state and/or federal special education law during the course of the probation.

Assessment: IDEA PCS met this probationary term. The school has not committed any material violation of the law or its charter, although at times it was not in compliance with federal special education law (the school has since cured these issues when possible). An analysis of IDEA PCS's compliance performance can be found on page 13 of this report.

4. **Probationary Term:** For the duration of IDEA PCS's probation, the school must submit regular reports to PCSB detailing its turnaround effort, which must include results from interim

⁵³ See printout of <http://www.ideaPCS.org/admissions-enrollment>, attached to this report as Appendix W.

⁵⁴ The school submitted a copy of the contract with this security company.

⁵⁵ See 2010-11 IDEA PCS annual report, pp. 3-5; see 2013-14 IDEA PCS annual report, attached as Appendix X.

assessments the school conducts to gauge student progress towards mastery of standards and readiness for the DC-CAS.

Assessment: IDEA PCS met this probationary term. IDEA PCS submitted three reports detailing its academic turnaround effort over the 2012-13 and 2013-14 school year.⁵⁶ Reports detail turnaround efforts around in many areas. A selection of updates reported by IDEA PCS is detailed in the below table.

January-March 2013 Probation Report

The school reported on its students' progress on internally created interim assessments, as follows.⁵⁷

IDEA PCS – 2012-13 Tenth Grade Performance on Reading Interim Assessment				
	Interim 1	Interim 2	Interim 3	Interim 4
# of students scoring less than 50%	11	13	7	5
# of students scoring 50%-59%	21	20	16	9
# of students scoring 60%-69%	11	4	8	11
# of students 70% and above	11	23	24	29
Total students tested	54	60	55	54

IDEA PCS – 2012-13 Tenth Grade Performance on Math Interim Assessment ⁵⁹				
	Interim 1	Interim 2	Interim 3	Interim 4
# of students scoring less than 40%	16	29	26	20
# of students scoring 40-45%	7	15	12	14
# of students scoring 46-50%	4	3	9	7
# of students 51% and above	4	9	7	13
Total students tested	33	56	54	54

⁵⁶ See Appendix T.

⁵⁷ See Appendix T, Probation report 1, pp. 5-6.

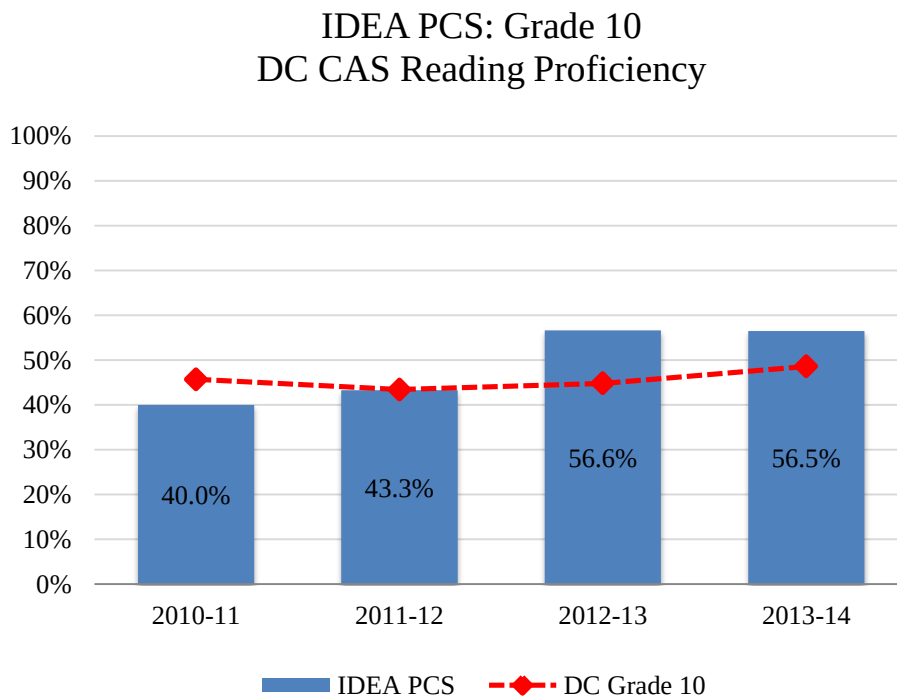
⁵⁸ IDEA PCS notes that the percentage bands are different in its math interim analysis because proficiency cut-offs on the exam are set at 50%. The school also notes that approximately half of the students did not take the first interim math assessment.

The school also reported on the following additional outcomes:

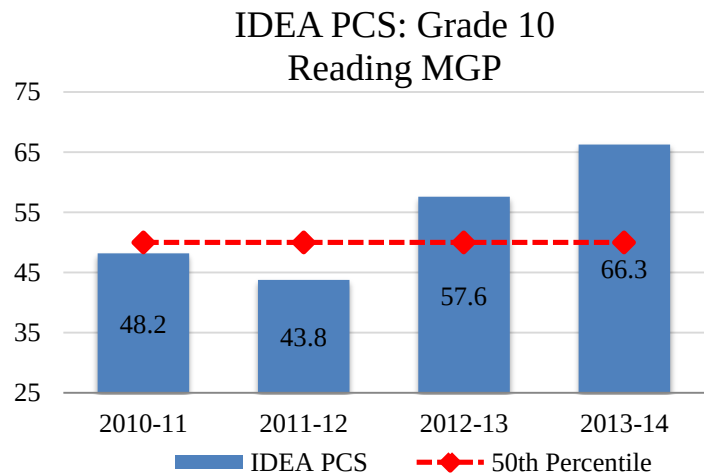
- As of March 2013, its 2012-13 middle school average daily attendance was 94%, and its high school attendance 90%.
- 47 of 50 twelfth grade students were on track to graduate. The other three students all lacked one credit to graduate, and the school planned for these students to make up the credit during summer school.
- As of April 10, 2013, 100% of the school's twelfth grade students had applied to at least one college, with 46% of students applying to three or more colleges.
- 95% of teachers and over 80% of students expressed intent to return the next school year.

April-June 2013 Probation Report

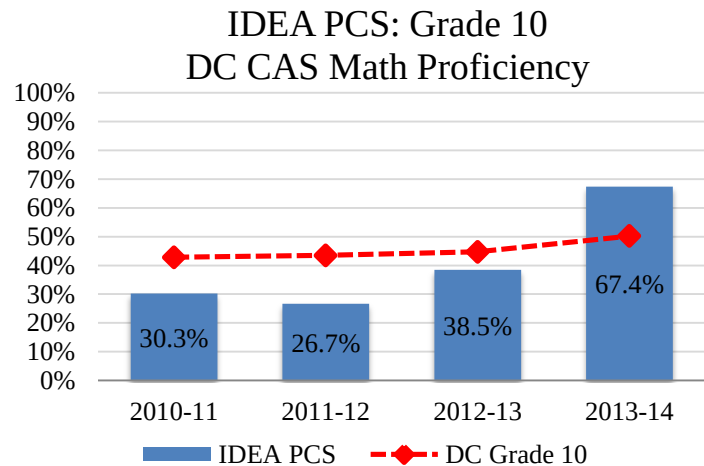
In this report, IDEA reported that its students' DC CAS performance had increased significantly in 2013-14, but because the scores were embargoed at that time, the school did not publish the results. Below are the school's 2013-14 DC CAS results, as well as results from prior years to provide context. The school's reading proficiency has increased by 16.5 proficiency points from 2010-11 to 2013-14.



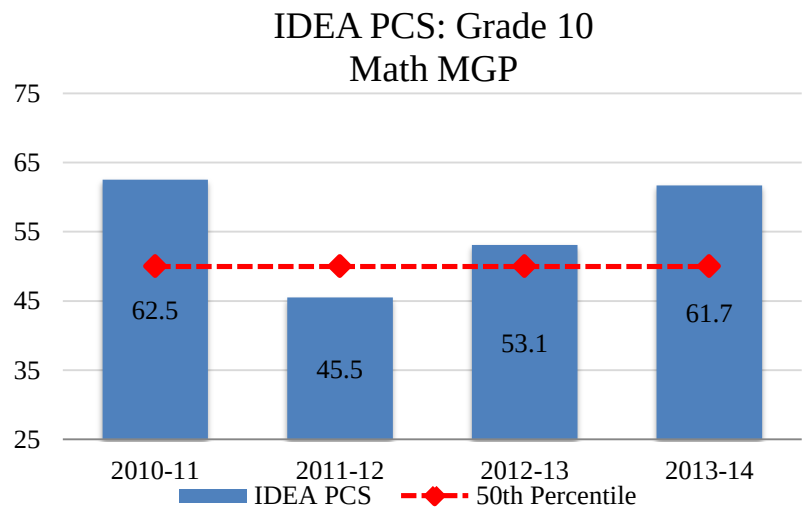
The school's reading MGP increased by 22.5 percentage points from 2011-12 to 2013-14.



The school's math proficiency increased by 40.7 percentage points from 2011-12 to 2013-14.



The school's math MGP increased by 16.2 percentage points from 2011-2 to 2013-14.



September-November 2013 Probation Report

IDEA PCS joined the Achievement Network in 2013-14, a non-profit organization that compares the interim assessment performance of students across all DC schools participating in the Achievement Network program. Ninth and tenth grade students averaged 35% on the first Achievement Network reading interim assessment (administered in October 2014), compared to the network average of 32%. IDEA PCS ninth grade students⁵⁹ averaged 25% on the first Achievement Network math interim assessment compared to the network average of 27%.

5. Probationary Term: Throughout the probationary term, IDEA PCS must annually report on its progress in a March public hearing before the PCSB Board.

Assessment: IDEA PCS met this probationary term. The school's board chair, executive director, and principal reported its findings to the PCSB Board at its March 17, 2014 meeting, and appeared again before the board at its December 15, 2014 meeting, when it exited probation.⁶⁰ The following excerpts from PCSB's meeting minutes summarize some of this presentation.

Mr. Goldman noted that the school was one of ten charter schools to obtain "Reward" status, the top ranking from the Office of the State Superintendent ("OSSE") for its DC CAS testing performance, and the middle and high schools were ranked the highest in performance growth. He added that the school has the highest reading and math scores in Ward 7, and that the school had a 100% teacher return rate. He noted that the school intends to have a ninth grade class of 75 students, and because only 76 students ranked the school among their top three preferences in the MySchoolDC system, the school will likely continue to make an enrollment push this summer. He stated that the school is striving to receive a Tier 1 ranking, and would be the only Tier 1 school in Ward 7 primarily serving students east of the river.⁶¹

...

Mr. Rydstrom stated that the school implemented professional development programming to improve school culture, including early dismissal for students each Wednesday so that teachers have time to focus on professional development. He noted that the school implemented a school-wide Positive Behavior Intervention and Support ("PBIS") model to reward students for consistent attendance, and that the school revised its office discipline referral system. He stated that these changes foster a positive relationship among students and teachers, and that the school has improved communication with families.⁶²

⁵⁹ Tenth grade students took the school's internally created math internal assessment in place of the Achievement Network first interim math assessment.

⁶⁰ See PCSB March 17, 2014 meeting minutes, attached to this report as Appendix Y.

⁶¹ See Appendix Y.

⁶² See Appendix Y.

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires PCSB to determine 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.”⁶³ The SRA contains a non-exhaustive list of applicable laws, and PCSB also monitors charter schools for compliance with additional laws in annual compliance reviews. Below is a summary of the school’s compliance record.⁶⁴

Compliance Item	Description	School’s Compliance Status 2011-12 to present
Fair enrollment process D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since 2012-13
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 ⁶⁵ and the school must distribute such policies to students and parents.	Compliant since 2012-13
Student health and safety D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651	The SRA requires DC charter schools to maintain the health and safety of its students. ⁶⁶ To ensure that schools adhere to this clause, PCSB monitors schools for various indicators, including but not limited to whether schools: - have qualified staff members that can administer medications; - conduct background checks for all school employees and volunteers; and - have an emergency response plan in place and conduct emergency drills as required by DC code and regulations.	Compliant since 2012-13
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 2012-13
Insurance As required by the school’s charter	A DC charter school must be adequately insured.	Compliant since 2012-13

⁶³ SRA § 38.1802.12(c).

⁶⁴ See IDEA PCS compliance reports, attached to this report as Appendix Z.

⁶⁵ See *Goss v. Lopez*, 419 U.S. 565 (1975).

⁶⁶ SRA § 38.1802.04 (c)(4)(A).

Facility licenses D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 et seq.	A DC charter school must possess all required local licenses.	Compliant since 2012-13
Highly Qualified Teachers Elementary and Secondary Education Act (“ESEA”)	DC charter schools receiving Title I funding must employ “Highly Qualified Teachers” as defined by ESEA.	Compliant since 2012-13
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 2012-13
Accreditation Status D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.	Compliant since 2012-13

Procurement Contracts

SRA §38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract valued at \$25,000 or more, and within three days of awarding such a contract, to submit to PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. The below table details IDEA PCS’ compliance for the past four school years. The school was out of compliance with this requirement in 2010-11 and 2011-12, but since the school’s 2012-13 turnaround it has been in compliance.

Year	Qualifying contracts executed by IDEA PCS	Corresponding documentation submitted to PCSB
2010-11	6	0
2011-12	8	2
2012-13	2	2
2013-14	1	1

Special Education Compliance

Charter schools are required to comply with all federal and local special education laws, including,

among others, the Individuals with Disabilities Education Act⁶⁷ (“IDEA”) and the Rehabilitation Act of 1973.

OSSE monitors charter schools’ special education compliance and publishes three types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Quarterly Findings (also called Special Conditions Reports). OSSE’s findings of IDEA PCS’ special education compliance are summarized below.

Annual Determinations

As required by IDEA’s implementing regulations, OSSE annually analyzes each LEA’s compliance with 20 special education compliance indicators, and publishes these findings in an Annual Determination report.⁶⁸ Each year’s report is based on compliance data collected several years earlier. As such, OSSE does not require schools to cure any compliance issues detailed in these reports.

IDEA PCS’s Annual Determination compliance performance is detailed in the table below.⁶⁹

Year	Percent compliant with audited special education federal requirements	Determination Level
2010	80%	Needs Assistance
2011	68%	Needs Assistance
2012	81%	Meets Requirements

On-Site Monitoring Report

OSSE periodically conducts an on-site assessment of an LEA’s special education compliance with student-level and LEA-level indicators, and publishes its findings in an On-Site Monitoring Report. If a school is less than 100% compliant with a student-level and/or LEA-level indicator, it must implement corrections and report these corrections to OSSE.⁷⁰

In 2013, OSSE published an on-site Compliance Monitoring Report of IDEA PCS based on the school’s performance in the 2011-12 school year.⁷¹ The school was required to implement corrections as indicated in the following table. **OSSE has since verified that IDEA PCS has implemented corrections for all identified student- and LEA-level findings.**

⁶⁷ 20 USC §1413(a)(5).

⁶⁸ As required by federal regulation 34 C.F.R. § 300.600(c).

⁶⁹ See IDEA PCS annual determination reports, attached to this report as Appendix AA.

⁷⁰ If OSSE finds that the school is less than 100% compliant with a student-level indicator that was impossible for the school to cure retroactively, OSSE would identify the point of noncompliance as an LEA-level violation.

⁷¹ See 2012-2013 On-Site Monitoring Report Attachments, attached to this report as Appendix BB.

On-Site Monitoring Report 2011-12 LEA-Level Compliance		
Compliance Area	Noncompliant indicators	Corrected?
Extended School Year	N/A (compliant)	N/A
Least Restrictive Environment	Providing a continuum of Alternative Placements	Yes
Individualized Education Program ("IEP")	N/A (compliant)	N/A
Data	Entering new special students into state database	Yes
Fiscal	Having LEA code of conduct for employees administering grants	Yes

On-Site Monitoring Report – 2010-11 Student-Level Compliance			
Compliance Area	Compliant?	Noncompliant indicators	Corrected?
Initial Evaluation and Reevaluation	Compliant in four of eight indicators	• Providing procedural safeguards to parents • Attaining parent consent for reevaluation • IEP team reviewing existing data • Using a variety of sources to determine continued eligibility	Yes
IEP	Compliant in four of sixteen indicators	• Inviting parent and student to IEP meeting • Notifying parent/student of meeting • Ensuring that the person identified as student's parent meets definition in IDEA regulations • General education teacher attending IEP meeting • LEA designee attending IEP meeting • Including effect of disability in general curriculum/appropriate activities in student's PLAAFP⁷² • Including in IEP a description of how student progress is measured • Including in IEP a statement of measurable annual related services goals • Extending school year for students as determined necessary on individual basis • Transferring rights at age of majority • Implementing related services • Conducting Annual IEP review	Yes
Least Restrictive Environment	Compliant in two of two indicators	N/A (Compliant)	N/A

⁷² Present level of academic achievement and functional performance.

Special Conditions Quarterly Reports

OSSE submits quarterly reports to the U.S. Department of Education's Office of Special Education Programs detailing District of Columbia LEA's compliance in three areas: (1) Initial and Reevaluation Timelines; (2) Early Childhood Transition Timelines; and (3) Secondary Transition Requirements. **The school has since cured all points of noncompliance, and its compliance in these areas has improved from April 2012 to the time of this report's publication.**

Quarterly Findings – April 2012 through March 2013				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Initial Evaluation Timeline	0 of 1 indicator compliant	Compliant	Compliant	Compliant
Reevaluation Timeline	Compliant	0 of 1 indicator compliant	Compliant	0 of 1 indicator compliant
Secondary Transition	7 of 8 indicators compliant	Compliant	7 of 8 indicators compliant	Compliant

Quarterly Findings – April 2013 through March 2014				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Initial Evaluation Timeline	0 of 1 indicator compliant	0 of 1 indicator compliant	Compliant	Compliant
Reevaluation Timeline	0 of 1 indicator compliant	Compliant	0 of 1 indicator compliant	Compliant
Secondary Transition	7 of 8 indicators compliant	Compliant	Compliant	Compliant

Quarterly Findings – April 2014 through March 2015				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Initial Evaluation Timeline	Compliant	Compliant	Compliant	TBD
Reevaluation Timeline	Compliant	Compliant	Compliant	TBD
Secondary Transition	Compliant	7 of 8 indicators compliant	Compliant	TBD

Blackman Jones Implementation Review

With compliance requirements pursuant to IDEA and the 2006 Blackman Jones Consent Decree,⁷³ OSSE manages and oversees the Blackman Jones database that tracks each LEA's timely implementation of Hearing Officer Determinations ("HODs") and Settlement Agreements ("SAs").

As of the time of this report's publication, Idea PCS has no open HODS or SAs.

⁷³ The 2006 Blackman Jones Consent Decree is the settlement entered into between DCPS and the class action group of D.C. students receiving special education from DCPS in *Blackman v. District of Columbia* (2006).

SECTION THREE:

FISCAL MANAGEMENT AND ECONOMIC VIABILITY

INTRODUCTION

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

- Has engaged in a pattern of non-adherence to generally accepted accounting principles ("GAAP");
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.⁷⁴

As part of the charter renewal process, PCSB reviewed IDEA PCS's financial record regarding these areas.⁷⁵ At the time of this report's publication, the school has met the above standard. However, PCSB staff has concerns about the school's economic viability.

SUMMARY OF FINDINGS

The school's financial position has declined since 2011, largely due to two factors: a significant decline in enrollment following the closure of its middle school program, and outsized debt on its facility, which originally housed and was funded from the per pupil allocation of almost twice as many students. While some of IDEA PCS's key financial metrics are within a normal or stable range, the school's finances have weakened significantly over the past four years. FY2014 was particularly weak for several reasons. First, because IDEA PCS fell out of compliance with certain debt covenants related to its mortgage, it entered into a forbearance agreement that suspends principal and interest payments through October 15, 2015, and gives the lender the right to call the debt at any time. Second, given that IDEA PCS did not have sufficient funds to repay the debt in full at the time of the school's FY2014 audit, it was noted then as a going concern. The school is working to refinance the debt on the school facility with a new lender, which may result in lower interest payments and a stronger financial outlook for the school overall.

FINANCIAL OVERVIEW

The following table provides an overview of IDEA PCS's financial information over the past four fiscal years. The school's enrollment has declined from 389 in 2010-11 to 199⁷⁶ in 2013-14. This is in part due to the closure of its middle school, which enrolled 64 students in 2012-13, its last year in operation. As enrollment decreased, the strength of the school's balance sheet declined as well. The school's cash balance has declined significantly, and the school's current obligations now far exceed its current assets. The school's current obligations exceeds \$10MM due to the bank's ability to demand payment on the school's outstanding debt at any time.

⁷⁴ See D.C. Code § 38-1802.13(b).

⁷⁵ See IDEA PCS Fiscal Audits, attached to this report as Appendix CC.

⁷⁶ Out of those 199 students, 33 withdrew mid-year.

	Audit Year			
	2011	2012	2013	2014
Total Personnel Salaries and Benefits	\$ 5,856,275	\$ 5,444,791	\$ 4,661,183	\$ 3,532,601
Total Direct Student Costs	\$ 1,368,215	\$ 1,365,647	\$ 457,269	\$ 420,540
Total Occupancy Expenses	\$ 385,069	\$ 426,262	\$ 845,072	\$ 1,088,982
Total Office Expenses	\$ 222,634	\$ 295,674	\$ 409,198	\$ 250,574
Total General Expenses	\$ 650,856	\$ 851,937	\$ 1,105,171	\$ 1,002,882
Operating Surplus/(Deficit)	\$ 26,288	\$ (97,967)	\$ (872,025)	\$ (1,491,971)
	as a percent of revenue			
Total Personnel Salaries and Benefits	69%	66%	71%	74%
Total Direct Student Costs	16%	16%	7%	9%
Total Occupancy Expenses	5%	5%	13%	23%
Total Office Expenses	3%	4%	6%	5%
Total General Expenses	8%	10%	17%	21%
Operating Surplus/(Deficit)	0%	-1%	-13%	-31%

SPENDING DECISIONS

The following table provides an overview of the school's spending decisions over the past four years. For the most part, the school has reduced expenses to be more aligned with its smaller student population. However, occupancy expenses rose in the most recent fiscal year due to increased spending for interest on the school's mortgage, as well as higher spending for contractors to support the facilities. Despite reduced spending on salaries and benefits, direct student costs, and general expenses, the school has been unable to achieve long-term stability. The school continues to run deficits, and those deficits have grown. If the school cannot increase enrollment or reduce expenses, particularly the interest on its debt, the trend will continue.

	Audit Year			
	2011	2012	2013	2014
Audited Enrollment	389	359	298	199
Total DC Funding Allocation	\$ 5,879,463	\$ 6,206,309	\$ 5,125,861	\$ 3,620,032
Total Federal Entitlements and Funding	\$ 2,532,687	\$ 1,811,884	\$ 1,299,860	\$ 1,082,849
Unrestricted Cash and Cash Equivalents on 6/30/14	\$ 1,073,071	\$ 1,054,762	\$ 634,237	\$ 668,738
Total Assets	\$ 8,896,749	\$ 13,331,470	\$ 13,286,075	\$ 12,202,776
Total Current Assets	\$ 1,465,052	\$ 1,431,261	\$ 1,478,146	\$ 934,928
Total Liabilities	\$ 4,275,722	\$ 8,808,410	\$ 9,635,040	\$ 10,122,789
Total Current Liabilities	\$ 942,011	\$ 841,553	\$ 9,635,040	\$ 10,122,789
Net Asset Position	\$ 4,621,027	\$ 4,523,060	\$ 3,651,035	\$ 2,079,987
Total Revenues	\$ 8,509,337	\$ 8,286,344	\$ 6,605,868	\$ 4,803,608
Total Expenses	\$ 8,483,049	\$ 8,384,311	\$ 7,477,893	\$ 6,295,579
Change in Net Assets	\$ 26,288	\$ (97,967)	\$ (872,025)	\$ (1,491,971)

ADHERENCE TO GENERALLY ACCEPTED ACCOUNTING PRINCIPLES

Audits of IDEA PCS establish that the school has adhered to GAAP. The auditor expressed unqualified/unmodified opinions on the financial statements. While the school's internal controls generated findings in the past, the most current audits yielded no findings.

	2011	2012	2013	2014
Statement Opinion. Required when auditor finds areas of doubt/questionable matters.	Unqualified	Unqualified	Unqualified	Unmodified
Statement Material Weakness. A deficiency in internal control, indicating a reasonable possibility that a material financial misstatement will not be prevented.	No	No	No	No
Statement Non-Compliance. Auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements.	No	No	No	No
Program Opinion (A133). Review of compliance with federal requirements conducted when school receives \$500K+ in federal funds.	Unqualified	Unqualified	Unqualified	Unmodified
Program Material Weakness (A133). Lack of internal control over compliance with applicable laws, regulations, etc.	No	No	No	No
Findings & Questioned Costs. Findings important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	1	2	0	0
Unresolved Prior Year Findings. Disclosure of prior audit findings that have not been corrected.	0	0	0	0
Going-Concern Issue. Indicates the financial strength of the school is questioned.	No	No	No	Yes
Debt-Compliance Issue. School was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	No	No	No	Yes

FISCAL MANAGEMENT

The school has not engaged in a pattern of fiscal mismanagement. The challenges facing the school are driven by declining enrollment and outsized debt obligations. While the school has not been able to cut enough expenses to eliminate the deficits, the current trend does not indicate poor fiscal management, particularly when considering the school is working on refinancing its debt. The school has to continue to revise its operations to identify potential efficiencies and place the school on a sustainable path.

ECONOMIC VIABILITY

The school will not be economically viable unless it refinances its loan expediently. As noted above, the school's enrollment declined from 389 to 199 students from FY2011 to FY2014, in part due to the school's middle school closing, which enrolled 64 students in 2012-13, its last year in operation. The school has been unable to decrease expenses at the same pace as its decreasing revenues, resulting in deficits the past three years. The following tables provide a summary of financial results for the past four fiscal years. Areas of concern are highlighted where applicable.

Financial Performance

PCSB assesses a school's financial performance with three key indicators. The first indicator is a school's "operating result" – how much its total annual revenues exceed its total annual expenditures. In general, PCSB recommends that a school's annual operating results are positive. Another indicator of a

school's financial performance is its earnings before depreciation ("EBAD")⁷⁷, a financial performance measure of profitability. The final indicator is the aggregate three-year margin⁷⁸ – measuring the trends in the school's operating result over the previous three years. **IDEA PCS has run a deficit in all three areas over the past two fiscal years.**

Indicator of Concern		Audit Year			
		2011	2012	2013	2014
Operating Surplus/(Deficit)	< 0	\$ 26,288	\$ (97,967)	\$ (872,025)	\$ (1,491,971)
Earnings Before Depreciation	< 0	\$ 394,767	\$ 188,640	\$ (498,979)	\$ (1,128,294)
Aggregated 3-Year Total Margin	< -1.5%	0.2%	0.5%	-4.0%	-12.5%

Liquidity

Liquidity refers to the school's ability to meet its financial obligations. Too few assets or insufficient cash to pay vendors and/or creditors is a cause for concern and threatens the school's viability in the short-term. Two indicators of a school's liquidity are its current ratio⁷⁹ and its days of cash on hand.⁸⁰ The current ratio is indicative of a school's ability to satisfy its immediate financial obligations. When the current ratio is less than one, the school's ability to meet its obligations is in doubt. IDEA PCS's current ratio has declined in the last four years to less than 0.1. If the school is able to restructure its debt, there will be improvement in this ratio.

Days of cash on hand reflects a school's ability to continue to satisfy its financial obligations in the event of unexpected cash delays. Typically, 90 days or more of cash on hand is recommended. Less than 30 days of cash on hand is a liquidity concern. **While IDEA PCS's cash on hand is above the 30-day threshold, its position has fluctuated over the past several years. This is a cause for concern and reflects the solvency issues facing the school.**

Indicator of Concern		Audit Year			
		2011	2012	2013	2014
Current Ratio	< 0.5	1.56	1.70	0.15	0.09
Days of Cash On Hand	< 30	46	46	31	39
Cash Flow from Operations	< 0	\$ 286,018	\$ 879,172	\$ 412,638	\$ 1,181,397
Multi-Year Cumulative Cash Flow	< 0	\$ 979,107	\$ 990,295	\$ (438,834)	\$ (386,024)

⁷⁷ EBAD is the change in net assets plus amortization and depreciation.

⁷⁸ The aggregate three-year margin is equal to net income for a three-year period divided by total revenues over the same period.

⁷⁹ A school's current ratio is its current assets divided by current liabilities.

⁸⁰ "Cash on hand" equals unrestricted cash and cash equivalents divided by total expenditures divided by 360 days. It is a measure of the school's ability to pay debts and claims as they come due.

Debt Burden

As part of the evaluation of a school's long-term viability, PCSB considers a school's debt ratio⁸¹ and the debt service⁸² ratio. The table below shows IDEA PCS's debt burden increasing over the past several years. This is not driven by new debts, but declines in cash and expected receivables.

The debt service ratio measures how much of a school's revenues are dedicated to making principal and interest payments. Anything greater than 10% is a cause for concern. While the school's debt service ratio declined in 2014, this is not an indicator of improvement in the school's finances, but instead because the bank agreed to suspend principal and interest payments beginning in September 2013. Had the school made payments throughout the year, the debt service ratio would have been higher.

Indicator of Concern		Audit Year			
		2011	2012	2013	2014
Debt Ratio	> 0.92	0.48	0.66	0.73	0.83
Debt Service Ratio	> 10.0%	1.7%	4.3%	6.5%	2.7%

Sustainability

A school's net assets⁸³ and primary reserve ratio⁸⁴ are indicators of its long-term sustainability. PCSB recommends that schools accrue net asset reserves equal to three to six months of operating expenditures and PCSB would be concerned with net assets reserves below zero. **IDEA PCS's metrics continue to meet the minimum criteria; however, the table shows a decline in both metrics. These declines reinforce the school's weak fiscal position.**

Indicator of Concern		Audit Year			
		2011	2012	2013	2014
Net Asset Position	< 0	\$ 4,621,027	\$ 4,523,060	\$3,651,035	\$ 2,079,987
Primary Reserve Ratio	< 0.00	0.54	0.54	0.49	0.33

⁸¹ Debt Ratio equals the total debt divided by the total assets.

⁸² Debt Service Ratio equals the sum of principal and interest payments divided by the total revenues.

⁸³ Net Assets equals total assets minus total liabilities.

⁸⁴ Primary Reserve Ratio equals total net assets divided by total annual expenses.

Appendix A

Application for Charter Renewal



**Submitted to the
Public Charter School Board
District of Columbia**

February 2, 2015

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Review of Charter Performance

Introduction

The mission of Integrated Design & Electronics Academy (“IDEA”) Public Charter School is to prepare students with the academic, social, leadership and occupational skills for post-secondary opportunities and to be responsible citizens who contribute to the community.

Located in Ward 7, IDEA currently serves approximately 200 students in grades 9-12, the majority of whom live East of the River. Our student body is 100% African-American, over 90% low income, and approximately 21% Special Education. We offer a rich program that includes rigorous academics and formal technical education offerings such as Microsoft Office Academy, the engineering program AutoCad; leadership, service, and youth development opportunities through internships; and exposure to the armed forces through an active Junior Reserves Officers Training Corps (JROTC) program.

On December 19, 2011, during our 14th year of operation, the Public Charter School Board (PCSB) voted to revoke IDEA’s charter for failing to meet the academic goals and student achievement expectations set forth in our original charter submitted to the DC Board of Education on November 13, 1997. On February 2, 2012, at a public hearing to respond to the PCSB’s actions, the IDEA Board—with strong support of our stakeholders, including the school leadership, faculty, staff, students and their families and the Deanwood community—asked that IDEA be permitted to continue operations in a restructured format and submitted a comprehensive plan to restructure our operations. On February 25, 2012, the PCSB approved a restructuring plan and timeline, the terms of which were memorialized in a “Conditions for Continuance Agreement” (“Agreement”).

Pursuant to the Agreement, IDEA formed a restructuring team that conducted a comprehensive school audit of IDEA and identified a new Board chair, and five new Board members. The 60-page audit analyzed the school’s staffing, governance, academic program and finances, and concluded with concrete recommendations for rapid, yet sustainable, improvements. On May 15, 2012, the IDEA Board submitted a report to the PCSB that discussed the audit findings and detailed the sweeping recommendations that the IDEA Board was prepared to make to improve our operations on all fronts – academic, governance and financial. The PCSB endorsed those recommendations, and we immediately began to make significant changes. Following the recommendations, the restructuring team updated the course offerings manual; developed a new master schedule; identified new school leadership to be interviewed by the IDEA Board; evaluated the existing faculty and staff and made recommendations on which ones should be retained; identified new teachers and staff for IDEA to hire; worked with the IDEA Board Governance Committee to reassess the IDEA mission; updated school policies; and submitted a new budget amongst other improvements.

Under new leadership and with a new mission, IDEA applied for a second 15-year charter on January 4, 2013. On March 18, 2013, PCSB staff recommended that the PCSB not renew the IDEA charter, but instead placed IDEA on probation under the Executive

Office of the Mayor pursuant to §38-1802.12(d)(5)(B) of the School Reform Act (“SRA”) for three years, subject to specific terms and conditions. A key condition of the probation was the requirement that IDEA meet specific, aggressive Performance Management Framework (PMF) targets in each probationary year. The PCSB accepted the recommendation, and on April 12, 2013, IDEA officially entered probationary status.

We exhibited significant progress between the start of official probation and the end of the 2013-14 school year. In fact, we met all five of the probationary conditions, including scoring above the 2015 target on the 2014 PMF. As a result, on November 17, 2014, the PCSB submitted a letter to Mayor Vincent Gray recommending that the Executive Office of the Mayor lift the probation and deem IDEA eligible to reapply for a new 15-year charter. On December 17, 2014, Mayor Gray officially released IDEA from probation making our school eligible to reapply for a new 15-year charter.

A. FULFILLMENT OF CHARTER GOALS & B. FULFILLMENT OF STUDENT ACADEMIC ACHIEVEMENT EXPECTATIONS

Between 2012 and 2014, IDEA’s PMF score nearly doubled, increasing from 28.0 points in 2012 to 54.4 points in 2014. In fact, the school’s 2014 PMF score of 54.4 exceed the PCSB’s PMF requirement of 50 points for the 2015 PMF.

Significant increases in our student achievement scores impacted our rise in points earned on the PMF. Since entering into probation, our students’ math proficiency jumped to 67.4%, an improvement of more than 40 percentage points compared with our results prior to our restructuring efforts, and our ELA proficiency of 56.5% reflects an increase of more than 10 percentage points. The DC Office of the State Superintendent of Education named IDEA a Reward School in both 2013 and 2014, a designation given to schools with the top 5% of test score growth, because of the extraordinary growth in our student achievement results.

Our student achievement gains, PMF performance, school culture reset, and successful completion of all probationary goals led the PCSB to recommend that the Mayor release IDEA from probation one year early. The Mayor accepted the recommendation and released IDEA from probation on December 17, 2014. The following narrative details our fulfillment of the PCSB terms of probation.

Probationary Goal 1: The school is required to continue executing the restructuring plan as described in the May 2012 Report and to comply with the commitments made in the Conditions for Continuance Agreement, dated February 25, 2012.

We continued to execute the restructuring plan as described in the May 2012 Report and we complied with all of the commitments that we made in the February 25, 2012 agreement with PCSB.

IDEA has continued implementing the restructuring plan intentionally and intensively, as documented in the quarterly reports submitted to PCSB throughout 2013 and 2014. School leadership used four overarching strategies to achieve academic success: a laser focus on student achievement and accountability metrics; the development of a strong culture of achievement; the rigorous use of data for teaching and interventions; and a commitment to constant growth as educators.

Some of the key human capital restructuring steps included:

- Recruiting new Board members who brought extensive governance and academic expertise. David Owens, Restructuring Committee Chair and IDEA Board Member, was elected as Board Chair on July 1, 2012, and has led the board throughout the entire restructuring period;
- Recruiting new school leadership with proven operational, academic and school culture expertise, including John Goldman, Justin Rydstrom and Lanette Bacchus;
- Recruiting a 100% highly qualified teaching staff, more than two-thirds of whom were new hires who replaced teachers hired prior to the start of the restructuring plan; and
- Designing a more simplified organization chart that eliminates duplicative positions and that uses outsourcing, when appropriate.

Academic changes included:

- Drafting new graduation requirements and course sequencing that align with state graduation requirements and emphasize student academic success;
- Implementing a new promotion policy that focuses on increasing the percentage of ninth graders on track for graduation;
- Adopting new school wide grading policies that no longer hinder students from success;
- Using rigorous interim assessments that are aligned to DC CAS and PARCC to gauge student progress towards mastery of standards and readiness for state exams; and
- Designing an academic action plan to aggressively raise student performance on state exams.

School culture changes included:

- Revamping the code of conduct, attendance policies, and discipline policies with higher expectations, clearer consequences, and strategic linkages;
- Offering intensive professional development on culture to teachers and staff;
- Implementing student-led parent-teacher conferences to help students become invested in their own education;
- Arranging grade-level team meetings to provide teachers with an opportunity to work across disciplines; and
- Enforcing consistent implementation of policies and consequences.

Probationary Goal 2: The school must show progressive improvement on its PMF score for three years as follows: 40% in 2012-13; 45% in 2013-14; 50% in 2014-15.

PMF Scores

As shown in Table 1, IDEA not only exceeded the PMF targets in each of the past two years, we exceeded the third year target

Table 1: IDEA PMF Target v. Actual Performance

IDEA PMF Targets v. Actual Performance		
Year	Target	Actual Score
2012-13	40%	43.7%
2013-2014	45%	54.4%
2014-2015	50%	TBD

According the terms of our probation, we needed to score within 1 percentage point of 40% in 2013 and a 45% in 2014 on the PMF. We exceeded the target both years. In 2013, we earned a 43.7%, an over 15-point increase from our previous year's score of 28.4%. Our score continued to improve in 2014 when we earned a 54.4%, surpassing our year three target in year two.

DC CAS Scores

Between 2012 and 2013, our student achievement scores increased 13.3% in ELA and 11.8% in math (See Table 2 below). Our composite DC CAS scores jumped 21%, improving more than any other public or public charter school in the District.

The following year, in 2014, our DC CAS scores in math, reading, and composition placed IDEA in the top 10 non-selective DC high schools in Washington, DC. Our

students outperformed all other high schools in Ward 7 with open admission on the 2014 DC CAS. In math, our students' achievement increased 29 percentage points, the greatest student gain of any DC high school in 2013–2014.

As a result of our scores in 2013 and 2014, respectively, IDEA earned the designation of Reward School by the DC Office of the State Superintendent of Education for two consecutive years.

Table 2: IDEA PMF Results Summary, Academic Measures

IDEA PMF Academic Measures 2012-14			
Performance Measure	2011-12	2012-13	2013-14
DC CAS ELA (Proficient & Advanced)	43.3	56.6	56.5
DC CAS Math (Proficient & Advanced)	26.7	38.5	67.4
Median Growth Percentile (MGP)-ELA	43.8	57.6	66.3
Median Growth Percentile (MGP)-Math	45.5	53.1	61.7

While student achievement scores in math more than doubled in two years, ELA scores rose slightly over 13 points in 2013 and plateaued in 2014. We are examining further strategies for ELA to ensure that these achievement scores rise in the future.

IDEA tailors interventions by grade level and individual student need. All ninth and tenth graders spent 50-minutes in either ELA or math intervention groups two to four days per week. Underclassmen are assigned to flexible groupings in the subject area of greatest need based upon NAEP MAP testing and ANet interim assessment data. Groupings are reassessed and reassigned after each interim assessment. Additional intervention for the lowest-performing underclassmen is also provided through small group reading and math enrichment two days a week.

In addition to daily interventions, tenth graders attend Saturday Academy, a 10-week ELA and math intervention program. This program provides 10th-grade students with three additional hours of math or ELA enrichment, alternating content areas each week. Students who attend Saturday Academy receive a hot breakfast and a snack, as well as periodic rewards for excellent attendance, such as dress down days and field trips.

A focus of the 2014-15 school year has been integrating literacy across the curriculum. Through professional development and teacher literacy groups, we have expanded ELA instruction beyond English courses. Teachers in all disciplines use close reading strategies, targeted reading, and differentiated reading levels to meet the needs of all students.

Gateway Measures

Table 3: IDEA PMF Results Summary, Gateway Measures

IDEA PMF Gateway Measures 2012-14			
Performance Measure	2011-12	2012-13	2013-14
4-year Graduation Rate	78.0	75.0	32.3
PSAT Performance	8.9	20.0	22.7
SAT/ACT Performance	24.6	18.2	35.0
College Acceptance Rate	100.0	100	97.5
College Readiness	1.6	0.0	0.0

As shown in Table 3, performance on the Gateway measures improved most significantly in the areas of PSAT and SAT performance. Since 2012, PSAT scores increased nearly 14 points, and SAT/ACT performance rose over 10 points. These increases are largely attributed to the addition of an SAT/ACT Prep and College/Career Readiness course for eleventh and twelfth graders. Teachers use Transcend Academy's step-by-step curriculum to personalize the college application process for each student. The class meets five days per week and familiarizes students with the tests by reviewing test taking strategies and providing practice opportunities. Transcend Academy also helps students understand their scores and how their scores compare to their peers' performance locally and nationally. Through the College Board's SAT School Day program, starting in 2013, IDEA began providing an opportunity for students to take the SAT at school on a school day. By the time students graduate from IDEA, they have taken the PSAT, at least one practice SAT or ACT, and one official SAT or ACT.

IDEA is focused on increasing its 4-year graduation rate. As a result of the tenuous nature of IDEA's status over the past three years, we experienced very high student mobility. Poor data collection methods and file management during the prior administration's tenure continue to prevent us from being able to track students who matriculated to other high schools, a factor that counts toward the 4-year graduation rate statistics. Without contact information for our former students, our 4-year graduation rate, which dropped 40 points since 2012, will remain low. We do not anticipate this statistic to increase until students who entered as freshman in 2013, under our new administration, become seniors.

Leading Indicators

Table 4: IDEA PMF Results Summary, Leading Indicators

IDEA PMF Leading Indicators 2012-14			
Performance Measure	2011-12	2012-13	2013-14
Attendance	81.9	91.2	89.1
Re-enrollment	65.9	68.8	85.0
9th Grade Credits	81.8	77.8	56.3

We are extremely proud of the nearly 20 point gains made in re-enrollment. At the core of our increased re-enrollment statistic are the relationships we build with our families and students. Our leadership encourages families to reenroll early by explaining the importance of stability in the success of our students. Our faculty individually works with students and families to increase awareness and understanding around the process. By feeling more connected to the school, families are more likely to re-enroll. Additionally, we adopted incentives such as offering uniform credits to students that reenroll before May 1st and rewarding homerooms with the highest percentage of re-enrolled students.

Though attendance increased over six points, we are dedicated to further improving in-seat attendance moving forward. As such, we created a new staff position, Attendance Monitor, for the 2014-15 school year. This staff member focuses on increasing student attendance through improved tracking and analysis of attendance data as well as relationship building with students and their families.

Our biggest area for growth in this category is the percentage of our ninth graders who are on track to graduate. As a result of increased rigor and more stringent promotion policies, our 9th graders on track to graduate rate decreased over 25 points since 2012. We believe that ninth grade is the last opportunity to retain a student who is not prepared for high school success, and we believe that is in students' best interest to only be promoted when they are truly ready.

As a single campus high school LEA, the majority of our students enter significantly below grade level. According to our fall 2014 NWEA MAP data, for example, 60% of our incoming ninth graders were at or below the 40th percentile in reading and 70% were at or below the 20th percentile in math. Eighty-four point three percent of this same group of ninth graders is also designated as "at-risk" according to OSSE's definition.

In response to our students' significant needs, we have built a comprehensive system of interventions during the ninth grade year. First, we use teacher assessments to determine root causes of existing concept gaps and to rule out false positives suggested by MAP. Second, we use transcripts and MAP assessment data to assign students to school day

intervention groups. This year, the reading data suggested that we needed to focus efforts for our low percentile groups on fluency, decoding, vocabulary development, and comprehension. Math intervention is similarly tailored to compliment and build upon the materials and curriculum used in daily math classes.

At the start of the 2015-16 school year, we also added a science intervention for approximately 25% of our 9th graders. Next Generation Science Standards require students to effectively build on concepts through 12th grade. With this demand in mind, we structured science interventions through which students are exposed to real-world scenarios. Throughout this process students become familiar with concepts, theories, and models to understand how they can generate and justify their own knowledge. Students are designing experiments and building models to dispel preconceptions thus meeting the ultimate goal—engage in new inquiry.

In addition to these school day interventions, we have expanded our Saturday Academy to include ninth grade students that are below 60% in either Algebra I or English I. We also hope to add a summer program for incoming ninth graders beginning in the summer of 2015. We believe that our increased intervention model will help close our students' proficiency gap and lead to increased rates for on track graduation.

Probationary Goal 3: IDEA PCS must not commit any material violations of state and/or federal special education law during the course of the probation.

IDEA did not commit any violations of state or federal special education law during the probationary period.

Probationary Goal 4: For the duration of IDEA PCS' probation, the school must submit regular reports to PCSB detailing its turnaround effort, which must include results from interim assessments the school conducts to gauge student progress towards mastery of standards and readiness for the DC-CAS.

IDEA submitted regular reports to the PCSB in April, July, and December of 2013 and 2014, as required. The reports highlighted aspects of our turnaround effort such as professional development, school culture initiatives, and PMF measures including attendance and reenrollment. Each report also included our ANet interim assessment results and, when applicable, detailed how school leadership used this data to inform instruction.

Probationary Goal 5: Throughout the probationary term, IDEA PCS must annually report on its progress in a March public hearing before the PCSB Board.

IDEA leadership presented a summary of the school's progress to the PCSB Board during the March 18, 2013 and March 17, 2014 meetings of the PCSB Board.

C. COMPLIANCE WITH APPLICABLE LAWS

IDEA believes that during its probationary period it has no known material compliance issues with applicable laws.

D. FISCAL MANAGEMENT AND ECONOMIC VIABILITY

During the years ended on June 30, 2014 and June 30, 2013, IDEA had a negative change in net assets of \$1,571,048 and \$872,025, respectively, due to significant declines in per pupil funding. The decline in pupil funding reflects the decline in student enrollment from 362 in the 2011-2012 school year to 298 in the 2012-13 school year and 199 in the 2013-2014 school year. The smaller student population was, in part, the result of the decision to focus on improving the performance of students in its upper grades and close the middle school at the end of the 2012-2013 school year to successfully bring about a comprehensive school transformation process at IDEA. Management is now seeking to increase enrollment in grades 9-12, which would increase per pupil funding. Management also plans to continue to reduce its costs where opportunities exist.

Additionally, management has proactively worked with BB&T Bank to restructure the debt incurred by the previous school administration when the new wing was added to IDEA's building. We have received a forbearance agreement from the bank, suspending its existing principal and interest payments through October 15, 2015. We are seeking a debt restructure to be finalized in the near future. Management expects that its plans and actions will enable IDEA to satisfy this outstanding obligation and allow it to continue its operations as a financially viable organization.

Conclusion

The entire IDEA community—students, staff, faculty, and families—worked tirelessly to help the school exit probation. After two years of a full-scale restructuring effort, we are proud to be the first school in the District of Columbia to achieve such dramatic turnaround results. We have nearly doubled our PMF score, earned the designation of Reward School from OSSE for two consecutive years, and moved from being a Tier 3 school to being within 10 points of becoming a Tier I school. We have assembled a high-performing board, leadership team, and faculty who are poised to lead us to continued success. We respectfully request that the PCSB renew IDEA's charter for a second 15-year term.

III. REQUIRED DOCUMENTATION

- A. Articles of Incorporation (Attachment A)
- B. By-Laws (Attachment B)
- C. Audited Financial Statements from the Past Four Years (Attachment C)

Appendix B

D.C Public Charter School Board
Meeting Minutes

3333 14th Street, NW Suite 210
Washington, DC 20010

March 18, 2013
7:30pm

Public Hearing

Board Members in attendance: John “Skip” McKoy (Chair); Darren Woodruff (Vice Chair); Emily Bloomfield, Brian Jones, Sara Mead, Don Soifer; Scott Pearson (Ex-Officio).

Mr. McKoy called the public hearing to order at 7:38pm.

Public Hearing on Proposed Board Policies: Data Management

No member of the public wished to address the board during this hearing and the public hearing was adjourned at 7:39pm.

Public Meeting

Board Members in attendance: John “Skip” McKoy (Chair); Darren Woodruff (Vice Chair); Emily Bloomfield, Brian Jones, Sara Mead, Don Soifer; Scott Pearson (Ex-Officio)

Mr. McKoy asked if there were any public officials that wished to be recognized. No public officials were announced.

Approval of the Agenda

Mr. Woodruff moved to approve the agenda; Ms. Bloomfield seconded the motion. The board voted 6-0 to approve the agenda.

Approval of the January 10, 2013 Board Minutes

Mr. Soifer moved to approve the minutes; Ms. Mead seconded the motion. The board voted 6-0 to approve the minutes.

Approval of the February 25, 2013 Board Minutes

Mr. Soifer moved to approve the minutes; Ms. Mead seconded the motion.

The board voted 6-0 to approve the minutes.

Submission into the record of Administrative Contracts

Mr. McKoy accepted into the public record the list of charter schools' contracts valued over \$25,000.

Policy Votes: Special Education Audit Triggers

Staff Representative: Avni Patel, Equity & Fidelity Team

Ms. Patel summarized the board memorandum that requested that the board vote to accept the proposed PCSB Special Education Audit Policy. The Board had previously voted to open the proposed policy for public comment and held a public hearing on the policy. Three comments were received.

Mr. Woodruff congratulated PCSB staff on taking the lead in developing this policy. The concerns that are often raised in the community are that charter schools are not doing everything they can to serve all students in the community, especially children with disabilities. Mr. Woodruff hopes that PCSB can aggressively get the word out on the special education triggers audit policy.

Ms. Bloomfield asked Ms. Patel to incorporate two additional items into the policy:

- Schools must demonstrate that manifestation hearings were held before expelling or suspending students for whom manifestation hearings are legally required.
- The timeliness of Individualized Education Plan (IEP) process.

Ms. Mead asked for clarification of the policy presented before the board. Ms. Mead wanted to be sure that nothing in the policy would require schools to routinely submit data to us that they do not already submit. She also wanted to clarify that this policy does not indicate any specific consequences as a result of these triggers, only greater scrutiny.

Ms. Patel answered yes to both points of clarification.

Mr. Soifer moved to approve the policy; Mr. Woodruff seconded.

The board voted 6-0 to approve the motion.

Renewal Decision: Integrated Design and Electronic Academy PCS

Staff Representative: Naomi DeVeaux, Deputy Director

IDEA PCS Representatives: David Owens, Chair of the Board of Trustees; John Goldman, Executive Director.

Ms. DeVeaux summarized the board memorandum that recommended that Integrated Design and Electronic Academy (IDEA) PCS's charter not be renewed for another 15-year term based on the school's failure to meet its goals and student academic achievement expectations as set forth in its charter and subsequently developed accountability plans.

PCSB staff instead recommends to the Mayor that, pursuant to the School Reform Act ("SRA") §38-1802.12(d) (5) (B), IDEA PCS be placed on probation, subject to the terms and conditions recommended by PCSB.

The recommended terms of probation are:

1. The school is required to continue executing the restructuring plan as enumerated in the May 2012 report to the board.
2. The school must show progressive improvement on its Performance Management Framework (PMF) score for three years as follows:
 - I. SY 2012-13: IDEA must score within 1 percentage point of 40.0%
 - II. SY2013-14: IDEA must score within 1 percentage point of 45.0%
 - III. SY2014-15: IDEA PCS must score within 1 percentage point of 50.0%

If IDEA PCS does not achieve one of these targets, the probationary will end and the school will be closed at the end of the subsequent school year.

3. IDEA PCS must not commit any material violations of state and/or federal special education law during the course of the probation.
4. Throughout the probationary term, IDEA PCS must annually report on its progress in a March public hearing before the PCSB Board.

If the school meets these terms over the course of three years, the school will be eligible to apply for charter renewal in the fall of school year 2015-16, and should submit an application for renewal according to the provisions detailed in the SRA.

For the duration of IDEA PCS' probation, the school must submit regular reports to PCSB detailing its turnaround effort, which must include results from interim student

assessments to gauge student progress towards mastery of standards and readiness for the DC-CAS.

Mr. Owens stated concerns that the PMF requirements are very high. Given IDEA PCS's High School 2011-12 PMF score of 28.4%, he suggested that the 40% goal is a very substantial increase. No other charter high school has achieved such an increase, even among Tier 1 schools; the highest PMF increase to date is seven percentage points. Mr. Owens hopes that the targets outlined by the charter school board would be reasonable.

Mr. Owens also informed the board that the actual restructuring of the board took effect in September 2012. The conditions for restructuring were agreed to in February 2013, at which point the existing staff was still in place. At the time, Mr. Owens was chair of the restructuring team, not chair of the board. The students were being taught by the prior staff that was in a state of chaos. The job of the restructuring chair was to terminate underperforming staff; as a result two-thirds of teaching staff were terminated.

Mr. Goldman stated that he shares Ms. DeVeaux's confidence in IDEA PCS's ability to meet the 40 point target. IDEA PCS's 10th grade is testing at 54% proficient in English, a significant increase from last year's proficiency rate in the low 40's. Additionally, 73% of that group is reaching 60% on the English test, meaning 70% of the students are proficient. The school provides Saturday math tutoring in preparation for DC CAS, and a Spring Break Math Academy. The school's attendance rate is over 90% and college acceptance rates are expected to be at 100%.

Mr. Woodruff asked how the parent/family community is responding to the new changes.

Mr. Goldman answered that the community is very excited and the changes are being well received. The culture is very positive with a clean environment; the students are excited.

Ms. Bloomfield asked about the changes to staff retention in administration.

Mr. Goldman answered that he had recently surveyed their staff and 95% intend to return. Staff will be evaluated, and performance evaluations will be based on data and performance, including student growth. Mr. Goldman feels confident about the staff chosen to teach the students at IDEA PCS.

Ms. Bloomfield asked Mr. Goldman to speak more on the administrative staff.

Mr. Goldman answered that majority of the administrative staff has been let go. Resumes are currently being reviewed and applications have been accepted since the beginning of the year. A final review of applicants and decision making should be completed in the next six to eight weeks.

Mr. Soifer asked about the current state of student attendance.

Mr. Goldman answered that their attendance rate is at 90%.

Mr. Soifer asked for more clarification on the number of 9th graders on track to graduate during SY 2011-2012 increasing from 3% to 81%.

Mr. Goldman answered that he was not at the IDEA PCS at the time but became the executive director in August 2012. From his knowledge, the prior scheduling did not have a systematic march towards graduation. The schedule has now been revamped and 9th graders have been regrouped so students to take the classes required to be on track for graduation.

Mr. Owens says he is very confident that the goals can be achieved. Mr. Owens is concerned that the board will automatically close IDEA PCS if the goals are not met. Mr. Owens is aware that he would have to demonstrate that there has been substantial improvement to their academic performance.

Mr. Goldman spoke of his concerns that a 12-point increase is an unrealistic expectation.

Mr. Pearson responded to Mr. Goldman by informing him that the PMF has only been released twice, so the history of gains is only one year. In the history of the PMF, some schools, though not high schools have seen gains larger than the 12 point target, including one with a gain of more than 20 points. It is the clear view of staff that the IDEA PCS turnaround began when the PCSB board approved the turnaround in early 2012. The IDEA PCS board had represented both at board meetings and staff meetings about the major efforts that will be undertaken immediately to improve the school's results, including graduation rates, 9th grade on track rate, reenrollment rate, and attendance rates. There was a confidence expressed that IDEA PCS could make an immediate improvement in the PMF score; that didn't happen. The IDEA PCS board expressed their high degree of confidence and acceptance that they would be held to the standards of the 15 year renewal process, just like any other school. Evaluating IDEA PCS like any other school would mean the school would be closed right now, rather than put on this probation. PCSB believes that IDEA PCS has had two years to improve, not one. The school missed its first year growth expectations and now has a more difficult challenge. From the 2011-12 PMF score to 40 points is approximately five points.

Mr. Owens responded to Mr. Pearson that monthly milestones were set for IDEA PCS. The milestones required an evaluation of all the teaching staff, the only responsibility was given to him to reevaluate the teaching staff and this took place between March through May timeframe. The changes that were necessary to bring the PMF scores up were changes in faculty, curriculum, board composition, school leadership; in February through June those changes were enacted. Mr. Owens said he had no authority and could not implement any of those elements with the existing staff. The actual restructuring of the school took place in the beginning of SY 2012-2013. The new staff, new board, new curriculum were in place in September 2012.

Ms. Bloomfield said in February 2012 the issues weren't new. There had been many warnings. She understands that turnarounds are hard; the board takes a big risk but sets the terms and accepts nothing less. Ms. Bloomfield would not have agreed to this turnaround if she didn't think IDEA PCS could get to 40 points in 2013. If Mr. Owens had said 38 points was achievable by 2013, it would have been a "No" vote. Ms. Bloomfield has confidence that IDEA PCS will achieve 40 points but it is important to stick with these goals.

Mr. Owens points out that he had no understanding that there were PMF targets set as performance measures when the turnaround was agreed to. He seeks to be able to appeal to the board if the school does not meet the 40 point target.

Mr. Pearson expressed concern that IDEA PCS might in the future challenge the probationary conditions, noting that IDEA PCS's attorney was in the audience. He suggested that the board consider not granting IDEA PCS probation terms at all but instead denying their charter completely, based on the school's repeated statement of intent to comeback and appeal the closure if they don't meet their targets.

Mr. Goldman responded that Attorney Steven Marcus attended the meeting at his own accord and he is a regular attendee at PCSB board meetings. Mr. Owens assured the board that IDEA PCS has no intention to litigate this matter at all or push it beyond these proceedings. Mr. Goldman is asking that the board judge their performance holistically and in context with some discretion, rather than there being an automatic decision.

Mr. Woodruff moved to accept the staff proposal to 1) not renew the charter and 2) recommend to the Mayor probationary status as proposed by staff; Ms. Mead seconded the motion. The board voted 6-0.

Public Comment

There was no public comment and the meeting was adjourned at 8:23pm.

Appendix C

GOVERNMENT OF THE DISTRICT OF COLUMBIA
Executive Office of the Mayor

Vincent C. Gray
Mayor



April 12, 2013

John "Skip" McCoy
Board Chairman
Scott Pearson
Executive Director
Public Charter School Board
3333 14th Street, NW Suite 210
Washington, DC 20010

Dear Chairman McCoy and Director Pearson:

I am writing in response to your letter to me dated March 28, 2013 regarding the Public Charter School Board's (PCSB) recommendation that Integrated Design and Electronic Academy Public Charter School (IDEA) be placed on probationary status pursuant to §38-1802.12(d)(5) of the DC Code.

As you noted in your letter, PCSB is legislatively required to deny IDEA's application for renewal of its charter since it did not meet the goals and achievement expectations set forth in its charter. However, due to the fact that PCSB voted in favor of allowing IDEA to implement a turnaround plan on February 27, 2012, the results of which will not be apparent until IDEA's PMF score is available in November of this year, you are recommending that I grant IDEA probationary status subject to specific remedial action steps and conditions which you have outlined in your letter to me and in the denial decision memo prepared by PCSB and dated March 18, 2013.

My general position is that the strength of the charter school movement is derived from a spirit of competition and accountability and that only charter schools meeting the goals and expectations in their charters should be renewed. However, because in the case of IDEA you note that new PCSB staff leadership did not take into account that they were not giving the turnaround effort sufficient time to demonstrate the improvement necessary to justify a renewal of its charter, circumstances require the exercise of discretion.

Thus, due to the unique facts of this case, including the PCSB's commitment that going forward it will institute policies to prevent the approval of a turnaround plan without enough time for a school to satisfy the statutory requirements for charter renewal, I approve your recommendation to grant IDEA probationary status for a maximum of three years subject to the terms and conditions set forth in your letter and denial decision memo, and subject to the oversight of PCSB.

Sincerely,

Vincent C. Gray

Appendix D

**CONTRACTUAL AGREEMENT BETWEEN
THE DISTRICT OF COLUMBIA BOARD OF EDUCATION
AND THE
BOARD OF TRUSTEES OF THE INTEGRATED DESIGN ELECTRONICS
ACADEMY PUBLIC CHARTER SCHOOL**

The District of Columbia Board of Education (Board) herewith grants a charter for the establishment of the Integrated Design Electronics Academy Public Charter School (School), effective on July 1, 1998. Such charter shall remain in force for a period of fifteen years, through June 30, 2013, pursuant to the *D. C. School Reform Act of 1995, as amended*, (*School Reform Act*) and pending availability of funding, unless revoked by the Board pursuant to provisions of the *School Reform Act*. Such charter may be renewed by the Board upon submission of an appropriate application for renewal by the Board of Trustees (Trustees) of the School and appropriate review and action by the Board, pursuant to §2212 of the *School Reform Act*. The Board shall review the School once every 5 years, beginning on the date that is 5 years after the date on which the charter is granted or renewed, to determine whether the charter should be revoked for the reasons described in § 2213 (a)(1)(B) in accordance with the procedures for such revocation established under §2213(c) of the *School Reform Act*.

This contract and the approved application for the School, properly amended and submitted as required by the Board, shall constitute a legal and binding agreement between the Trustees and the Board.

Section I: GENERAL

- A. The School shall comply with all terms and provisions of its charter and subsequent amendments approved by the Board, provisions of the *School Reform Act*, and all other pertinent federal and District statutes.
- B. Should the School seek to revise its charter, the school shall prepare a petition for approval of the revision(s) and submit the petition to the Board. The provisions of the *School Reform Act*, §2203.(c)(10) shall apply to such a petition for revision(s) in the same manner as such provisions apply to a petition to establish a public charter school.
- C. Reports submitted to the Board by the School shall be approved by the Trustees and shall bear the signature of the Chairperson of the Trustees.

**Section II: FOCUS OF THE INTEGRATED DESIGN ELECTRONICS
ACADEMY PUBLIC CHARTER SCHOOL**

- A. The School shall integrate academic and vocational course work using the JROTC Program for team work and leadership. A solid background in mathematics, science and English will be stressed so that students will be able to score well on academic assessments as well as prepare themselves for higher education and the world of work.
- B. The School will serve approximately 150 students in grades 9 through 12 in SY 1998-1999, increasing to 175 students in SY 1999-2000, 220 students in SY 2000-2001, and to 225 students in SY 2001-2002, the maximum number of students to be enrolled under the terms of this charter.

Section III: BOARD OF TRUSTEES

- A. The School shall be governed by a Board of Trustees, whose number shall not exceed fifteen (15), in a manner consistent with the *School Reform Act* and provisions of the approved charter. (*School Reform Act*, §2204(c)(6)).

- B. The Trustees shall be established pursuant to §2205 of the *School Reform Act*. The first (interim) Trustees shall be established not later than May 29, 1998, and shall exercise all of the powers and shall be subject to all of the duties of a Board of Trustees.

The Trustees shall be elected or selected pursuant to §2205 of the *School Reform Act* on the earliest practicable date, but not later than 30 days, after classes at the School have commenced.

- C. The Trustees shall be fiduciaries of the School and shall set overall policy for the School. The Trustees may make final decisions on matters related to the operation of the School, consistent with its charter, the *School Reform Act*, and other applicable laws.
- D. The Trustees are held accountable to and by the Board for ensuring that the School provides a sound educational program, ensures the health, safety and security of students, employees, and guests of the School, and adheres to all provisions of its charter and all pertinent District and federal regulations.
- E. The Trustees shall ensure that their fiduciary responsibilities are not compromised by the appointment of such trustees to salaried positions in the School, thus resulting in a conflict of interest. Exceptions may be in the election/selection of teacher representatives to serve as Trustees.
- F. The Trustees recognize the Board as the eligible chartering authority with legal responsibility for:
1. Monitoring the operations of the School,
 2. Ensuring that the School complies with applicable laws and the provisions of the charter granted to such school; and
 3. Monitoring the progress of the School in meeting student academic achievement expectations specified in the charter granted to the School.
- G. The Board, as the eligible chartering authority, may require the School to produce any book, record, paper, or document, if the Board determines that such production is necessary for the eligible chartering authority to carry out its functions under the *School Reform Act*.
- H. The name, address, telephone number and a resume of each member of the Trustees shall be submitted to the Board within five days of establishment of the Trustees, and such information shall be updated within five days of any change in the directory information or membership on the Trustees.

Section IV: EDUCATIONAL PROGRAM

- A. The School shall implement an educational program that provides students with the knowledge, proficiency, and skills needed to become nationally and internationally competitive students and educated individuals in the 21st century; and to perform competitively on any district-wide assessments. (*School Reform Act, §2202(3)*).
- B. Not later than August 31, 1998, the School shall submit the content and performance standards by grade level/instructional level for student achievement and advancement. The School's curricula shall be available for Board review not later than August 31, 1998.
- C. The School shall monitor and report student progress on at least a quarterly basis and shall provide the necessary services to support students' academic success and overall development. The School shall achieve both the academic and nonacademic goals outlined in its charter.
- D. The School, for the purposes of Part B of the Individuals With Disabilities Act (IDEA) and the Rehabilitation Act of 1973, has elected to be treated as an LEA and shall take the necessary action to ensure that identified students are provided an appropriate education. Not later than July 31, 1998, the School shall submit a plan that outlines the process for delivery of full services from the point of referral through evaluation/assessment, development of Individualized Education Plans (IEP's), and delivery of special education and related services to identified students.

Section V. STUDENT ASSESSMENT

- A. Students enrolled in the School shall participate in any District-wide assessments.
- B. Not later than August 31, 1998, the School shall submit a description of the manner in which the school will conduct any district-wide assessments. (*School Reform Act, §2202(1)*).

Section VI. TUITION, FEES AND PAYMENTS

- A. Pursuant to the *School Reform Act, §2204(c)(2)*, the School, with the exception of nonresident students, shall not impose fees or otherwise require payment for participation in any program, educational offering, or activity that:
 - 1. enrolls students in any grade from 9 through grade 12; or
 - 2. is funded in whole or part through an annual local appropriation.

- B. The School may impose fees or otherwise require payment, at rates established by the Trustees of the School, for any program, educational offering, or activity not described in 1 or 2 above, including adult education programs, or for field trips or similar activities.
- C. The School shall apply the nonresident tuition rates established by the District of Columbia Public School System for the enrollment of nonresident students. (*School Reform Act, §2206(e)*).

Section VII: ACCOUNTABILITY

- A. The School shall develop a local school accountability plan with measurable performance targets for at least a five-year period. Such plan shall include baseline data and indicators of incremental gains on at least an annual basis for each management goal area and for the academic and nonacademic goals and objectives established for the student population. The accountability plan shall be submitted not later than July 29, 1998, with the specific targets for student achievement to be appended upon the acquisition of baseline data from the initial academic assessment of students.
- B. The Board shall conduct a monitoring site visit to the School not less than once in each academic quarter during the School's first year of operation and not less than once in each academic semester in subsequent years, for the purpose of fulfilling its oversight responsibilities, pursuant to §2211 of the *School Reform Act*.

Section VIII: FACILITY

- A. By June 30, 1998, the School shall submit to the Board documentation that an appropriate facility has been acquired for the School, including (I) a description of the site where the School will be located, any buildings on the site, and any buildings proposed to be constructed on the site, and (II) information demonstrating that the eligible applicant has acquired title to, or otherwise secured the use of the facility. (*School Reform Act, §2202*).

The Phelps High School has been approved as a site for the School until the School can identify a permanent location. Upon execution, the Use Agreement shall serve as documentation that a facility has been acquired. The School has submitted the letter of approval from the Office of the Chief Operating Officer, DCPS.

The School also is in negotiations with Southeastern University for a facility.

- B. The School shall provide to the Board documentation of inspection and approval of the facility by the District of Columbia Government building inspector and a certificate of occupancy from the Department of Consumer and Regulatory Affairs prior to the first day of School for teachers should the School elect not to use a DCPS facility.

Section IX: BACKGROUND CHECKS

- A.** The School shall ensure the conduct of a background check/clearance of all employees and volunteers, the results of which shall be received by the School prior to the first day on which such employee or volunteer is scheduled to report for duty/work.
- B.** Background reports for all employees and volunteers shall be made available to the Board during its monitoring visits. In cases in which the report revealed criminal activity by persons to be hired or accepted as volunteers by the school, a copy of the report shall be submitted to the Board within 24 hours of receipt by the school.

Section X: DISTRICT OF COLUMBIA PUBLIC SCHOOL SYSTEM SERVICES

The School shall identify services needed from the District of Columbia Public School System in the following school year, not later than June 15, 1998 for SY 1998-99, and not later than February 15th in ensuing years (unless multi-year contracts have been executed), initiate negotiations with the Superintendent of Schools for services and compensation for such services with a goal toward achieving mutual agreement and a signed contract not later than July 15th. (School Reform Act, §2209).

Section XI: ARTICLES OF INCORPORATION

The Trustees shall file with the District Government by May 29, 1998, following final review by the Board, Articles of Incorporation and By-Laws of the School. *A public charter school shall be nonsectarian and shall not be affiliated with a sectarian school or religious institution. A public charter school shall be organized under the District of Columbia Nonprofit Corporation Act (D. C. Code, sec. 29-501 et. seq.). (School Reform Act, §2204(c)(15) and (16)).*

Section XII: ACCREDITATION

The School shall initiate the accreditation process not later than forty-five days following the opening of the School and shall provide to the Board of Education copies of official documentation that such process has begun, reports of progress from the accrediting body, and immediate notification of any barriers to full accreditation or any potential for loss of full accreditation once achieved. The School shall obtain accreditation at the earliest possible date allowable by the accreditation body, but not later than five years of the initial opening date, and shall maintain full accreditation throughout the life of the charter. (School Reform Act, §2202(16)).

Section XIII: REPORTING REQUIREMENTS

A. Census

The School shall provide to the Board student enrollment data necessary for the Board to comply with Section 3 of Article II of the Act of February 4, 1925 (D.C. Code, sec. 31-404) (relating to the census of minors.) See *School Reform Act*, §2204(c)(12).

B. Compulsory School Attendance

The School shall ensure adherence to provisions of D. C. Law 8-247, "District of Columbia Compulsory School Attendance Amendment Act of 1990," section 4 of which is highlighted below:

"The principal or head teacher of each public, independent, private, or parochial school, and each teacher who gives private instruction, shall, in accordance with the rules adopted by the Board pursuant to Title I of the APA, report to the Board the name, address, sex, and date of birth of each minor who resides permanently or temporarily in the District who transfers between schools or who enrolls in or withdraws from his or her school."

C. Membership/Calculation of Number of Students

1. Not later than September 15th of each year, the School shall calculate and report to the Board, on a form to be provided by the Board, the following student membership information: (*School Reform Act*, §2402).

- (a) The number of students, including nonresident students and students with special needs, enrolled in each grade from grade nine through grade twelve.
- (b) The amount of fees and tuition assessed and collected from the nonresident students described in (a) above.

2. Not later than March 15th of each year, the School shall submit to the Board a report of student membership in the same form and manner as described in Section 1 above. (*School Reform Act*, §2402).

D. Annual Report

The Trustees shall submit to the Board, not later than July 15th of each year an annual report of progress for the academic year ending on June 30th of that year. The contents of such report shall include, but may not be limited to, the following: (*School Reform Act*, §2204(c)(11)).

1. A report on the extent to which the school is meeting its mission and goals as stated in the approved petition for the School, including a discussion of annual and incremental gains toward long-range objectives;
2. Student performance on any district-wide assessments, including a discussion of pre- and post data comparisons as well as annual and longitudinal comparisons over the period of the charter;
3. Grade advancement for students enrolled in the public charter, including a discussion of annual and longitudinal comparisons over the period of the charter;
4. Graduation rates, college admission test scores, and college admission rates including a discussion of annual and longitudinal comparisons over the period of the charter;
5. Types and amounts of parental involvement;
6. Official student enrollment;
7. Average daily attendance;
8. Average daily membership;
- *9. A financial statement audited by an independent certified public accountant in accordance with Government auditing standards for financial audits issued by the Comptroller General of the United States;
10. A report on school staff indicating the qualifications and responsibilities of such staff; and
11. A list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the year that is the subject of the report.

Data described in items 1 through 8 and 10 above shall not identify the individuals to whom the data pertain.

**Shall be submitted by November 15th (45 days after September 30th - close of the fiscal year.)*

The annual report shall be organized with a table of contents and identified appendices, as needed.

The Trustees shall submit twenty copies of the annual report to the Board and shall make such report available for review by the community.

E. Annual Audits

The Trustees of the School shall submit to the Board by November 15th (45 days following the end of the fiscal year on September 30th) audit reports for the preceding fiscal year as follows: *(School Reform Act, §2202(6)(A)).*

1. Financial statement
2. Administrative operations
3. Programmatic operations

The School may elect to use information from the Board's Monitoring Report to meet the requirements of 2 and 3 above.

Section XIV: FEES

By November 15th of each year, the School shall pay to the Board a fee in the amount of one-half of one percent of the annual budget of the School, to cover the cost of undertaking the on-going administrative responsibilities of the Board, the eligible chartering authority. (School Reform Act, §2211(b)).

Section XV: CONTRACTING AUTHORITY

DC School Reform Act of 1995, §2204(c)

(A) Notice Authority. - Except in the case of an emergency (as determined by the eligible chartering authority of a public charter school), with respect to any contract proposed to be awarded by the public charter school and having a value equal to or exceeding \$10,000, the school shall publish a notice of a request for proposals in the District of Columbia Register and newspapers of general circulation not less than 30 days prior to the award of the contract.

(B) Submission to the Authority. -

- (i) Deadline for Submission. - With respect to any contract described in subparagraph (A) that is awarded by a public charter school, the school shall submit to the Authority, not later than 3 days after the date on which the award is made, all bids for the contract received by the school, the names of the contractor who is awarded the contract, and the rationale for the award of the contract.*
- (ii) Effective Date of Contract. --*
 - (I) In General. - Subject to subclause (II), a contract described in subparagraph (A) shall become effective on the date that is 15 days after the date the school makes the submission under clause (i) with respect to the contract, or the effective date specified in the contract, whichever is later.*
 - (II) Exception. - A contract described in subparagraph (A) shall be considered null and void if the Authority determines, within 12 days of the date the school makes the submission under clause (i) with respect to the contract, that the contract endangers the economic viability of the public charter school.*

Section XVI: APPLICATION FOR CHARTER RENEWAL

Should the Trustees of the School desire to renew the charter, the Trustees shall file an application to renew the charter with the Board not later than 120 days nor earlier than 365 days before the expiration of the charter. The application shall contain the following: (School Reform Act, §2212).

- A. A report on the progress of the School in achieving the goals, student achievement expectations and other terms of the approved charter.
- B. All audited financial statements of the School for the preceding 4 years.

Section XVII: ANNUAL PAYMENTS

The Board and the Trustees understand that pursuant to the School Reform Act, §2403, the following shall apply:

(A) INITIAL PAYMENT. - In General. - Except as provided in clause (ii), not later than October 15 of each year, the Mayor shall transfer, by electronic funds, an amount equal to 75 percent of the amount of the annual payment for each public charter school determined by using the formula established pursuant to section 2401(b) of the School Reform Act to a bank designated by such school.

(ii) REDUCTION IN CASE OF NEW SCHOOL. - In the case of a public charter school that has received a payment under subsection (b) in the fiscal year immediately preceding the fiscal year in which a transfer under clause (i) is made, the amount transferred to the school under clause (i) shall be reduced by an amount equal to 75 percent of the amount of the payment under subsection (b).

(B) FINAL PAYMENT. - (i) Except as provided in clauses (ii) and (iii), not later than May 1 of each year, the Mayor shall transfer the remainder of the annual payment for a public charter school in the same manner as the initial payment was made under subparagraph (A).

(ii) ADJUSTMENT FOR ENROLLMENT. - Not later than March 15 of each year, if the enrollment number of a public charter school has changed from the number reported to the Mayor and the Board of Education, as required under section 2402(a), the Mayor shall increase the payment in an amount equal to 50 percent of the amount provided for each student who has enrolled in such school in excess of such enrollment number, or shall reduce the payment in an amount equal to 50 percent of the amount provided for each student who has withdrawn or dropped out of such school below such enrollment number.

(iii) REDUCTION IN CASE OF NEW SCHOOL. - In the case of a public charter school that has received a payment under subsection (b) in the fiscal year immediately preceding the fiscal year in which a transfer under clause (i) is made, the amount transferred to the school under clause (i) shall be reduced by an amount equal to 25 percent of the amount of the payment under subsection (b).

(b) PAYMENTS TO NEW SCHOOLS. - (3)(A) IN GENERAL. - Not later than June 1, 1998, and not later than June 1 of each year thereafter, the Chief Financial Officer of the District of Columbia shall pay from the New Charter School Fund, to each public charter school described in paragraph (5), an amount equal to 25 percent of the amount yielded by multiplying the uniform dollar amount used in the formula established under section 2401(b) by the total anticipated enrollment as set forth in the petition to establish the public charter school.

Section XVIII: REVOCATION

A. Charter or Law Violations; Failure to Meet Goals (*School Reform Act, §2213*)

- (1) In general subject to paragraph (2), the Board, as an eligible chartering authority that has granted a charter to a public charter school, may revoke the charter if the Board determines that the school --

(A) committed a violation of applicable laws or a material violation of the condition, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities, or

(B) failed to meet the goals and student academic achievement expectations as set forth in the charter.

- (2) **SPECIAL RULE** -- an eligible chartering authority may not revoke a charter under paragraph (1)(B) except pursuant to a determination made through a review conducted under section 2212(a)(3)(B)

B. Fiscal Mismanagement (*School Reform Act, §2213*)

The Board as the eligible chartering authority shall revoke the charter of a school to which it has granted a charter if the Board determines 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; or
- (3) is no longer economically viable.

C. Revocation procedures shall adhere to the *School Reform Act, §2213.*

Signed this 1st day of July, 1998.

District of Columbia Board of Education



Trustees of the Integrated Design Electronics
Academy Public Charter School



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I. Executive Summary

Executive Summary

EDUCATION PLAN

The Integrated Design and Electronics IDEA public charter school (IDEA) Charter High School will be a conversion of the Phelps Career IDEA public charter school established at Phelps High School in September 1993. The IDEA public charter school was designed on a career model—a career focused school-within-a-school that integrates academic and occupational curriculums, increases student career options and provides a meaningful learning context for both potential dropouts and college-bound youth. In addition to the focused course of study, academies rely on partnerships with employers in the industry to provide summer and part-time jobs and internships for students as well as mentors and additional instructional and curriculum supports. Typically, a cadre of students would remain with a team of teachers (from academic and occupational areas) in a small school-within-a-school setting to strengthen peer groups, provide support to classroom learning and deepen relationships between students and caring adults. Evaluations of these and other academies have been uniquely positive. Findings show improved student attendance, graduation, grades and course completion rates. (Stem, Raby and Drayton, 1992. Career academies: Partnerships for Reconstructing American High Schools. San Francisco, CA: Jossey-Bass Inc. and RAND report 1997.

The Phelps Career IDEA public charter school was one of nine similar programs initiated through a pilot effort in 1993, jointly sponsored and funded by the U.S. Departments of Education and Defense. Presently the District of Columbia Public Schools oversees program execution and staffing is provided by retired military personnel and DCPS personnel. In order to ensure the program promotes student successes, technical assistance and support are provided by the National Center for Research in Vocational Education (NCRVE) located in Berkeley, CA and program assessment by the RAND Corporation. Funding for the current programs expired in June 1996 but the IDEA public charter school continued to prosper due to dedicated staff and students. Since its inception, the IDEA public charter school faced a number of challenges to its success, including excessive leadership changes at the host high school and the lack of local autonomy to support and enforce the goals of the program. It therefore faced an uncertain future as the pilot concludes in the summer of 1998. We believe the successes we have experienced are indicative of the IDEA public charter school's potential for greater success as a charter school. The IDEA public charter school staff, business partners and parents decided the establishment of a charter school was the most appealing option to ensure continuance and stability.

Applicants for charter school status from the District of Columbia Board of Education chartering authority includes the current IDEA public charter school staff, as well as members of the IDEA public charter school's advisory board, composed of business partners and community leaders. As members of the community we were concerned about national surveys that show many young inner city people do not have the basic reading, writing or computational skills required for even the lowest paying, entry level, wage positions. In addition, the economic and manufacturing complex in the United States is becoming increasingly technical and oriented toward technology advances ---

even many assembly line jobs have been automated. Entry level positions now require abilities in problem solving, team work and the ability to respond quickly to a complex and changing

environment. Employers are reporting difficulties in finding qualified entry level job applicants, while at the same time unemployment in the inner city is exceeding 30 percent. The average income of student's parents in the majority of the Wards, is between \$22,000-\$24,000, which is poverty level. If fewer students drop out of school, and more students graduate and more gain employment in attractive career fields and remain in Washington, DC, they will help to provide a firmer tax base for the city.

The mission of the Integrated Design Electronics IDEA public charter school (IDEA) charter school is to develop young people with the academic, social, leadership and occupational skills to compete successfully in post secondary education/training and enter challenging careers in the technical fields of work. We wish to prepare our students for the competitive high-tech careers now required in the 21st century. The school will develop students who will not only have improved test and aptitude scores but will work more cohesively as team members. This will be achieved through a unique learning environment and enhanced career opportunities that include effective integration of academic and technological career training in electronics and engineering design and the leadership skills training of the military Junior Reserve Officer Training Corps (JROTC) programs. Students will graduate, go on to college or obtain employment in a needed career in the Washington, DC area

The Integrated Design Electronics Career IDEA public charter school Charter High School will develop in students:

- A solid foundation in the basic and advanced academic skills, workplace competencies and personal qualities that are prerequisite to post-secondary education and training, initial employment, links to apprenticeship programs and careers in a technical field;
- An understanding of a range of occupations from which they can form appropriate career plans;
- The self-discipline, leadership and citizenship skills that are the core of the JROTC program.

The IDEA public charter school graduates have high graduation rates-100% of seniors in SY95 - 97 graduated.

One hundred per cent went to college, the military or are currently in the workforce. IDEA public charter school seniors received five of nine scholarship awards to Phelps High School students in SY 95-97. IDEA public charter school students represented 50% of students on the Phelps Principal's Honor Roll (3.5 - 4.0 GPA) in SY 95-96. Five IDEA public charter school students were selected for the National Honor Society (SY 95 - 97). These were the only students presently in the Honor Society. IDEA public charter school students have 20 % fewer days of absenteeism and fewer disciplinary problems than students in the remaining Phelps High school population. We feel must continue these successes by being approved as the IDEA charter school.

The proposed charter school will continue its present academic focus on the occupational cluster of engineering design (includes drafting and computer-aided design), electronics (includes communication and digital electronics, residential/industrial wiring/electronics), and engineering systems (includes fluid power technology and computer-aided manufacturing). It will offer a four

year- curriculum (grades 9 -12) and eventually develop 2 + 2 (grades 1 and 12) articulations with post-secondary institutions in the metropolitan area leading to 2 year associate degrees and advanced standing in college programs.

The program will focus on students throughout the city with an interest in technical learning, school-to-work, apprenticeships and JROTC leadership training. They will include those students who are college-bound and those who are at-risk. The anticipated enrollment in the IDEA public charter school for SY 97-98 was 80 students in grades 9 - 12. The actual figures are 101 students enrolled. This figure will increase to 225 by the year 2000. The proposed opening date of the charter school program is fall 1998.

The IDEA public charter school exists to fulfill the students' academic requirements. In order to enable the District to measure performance standards and IDEA public charter school successes as compared to other public high schools, the IDEA public charter school's students will be required to take one or more standardized tests (probably the Stanford 9 test) currently used by the District.

BUSINESS PLAN

In accordance with the requirements of the District of Columbia Charter School legislation, a 501(c)(3) non-profit, tax exempt organization will be created to provide governance to the charter school. Some of the Board of Trustees will be chosen from individuals currently serving on the IDEA public charter school's advisory board and will include at least two parents with a student in the school. The board will be representative of the business community, government agencies and concerned parents.

Parents and representatives of businesses and community organizations which are committed to building strong partnerships between the community, business and education will be encouraged to participate as Board members. The representatives of the business community will be expected to attend and participate in board meetings, provide intern apprenticeship positions, mentors/tutors and assist in obtaining supplemental financial and material resources for the IDEA public charter school program. They will also provide support in the areas of marketing and staff development.

The IDEA public charter school's budget is set forth in the Appendices. The budget outlines a cost-effective and efficient plan for educating the pupils of the IDEA public charter school. The IDEA public charter school's charter school proposal is economically sound both for itself and for the District. During the first year of this Charter, the District shall provide funding to the IDEA public charter school in the amount set forth by the Per Pupil Allocation (PPA). This funding will be made available to the IDEA public charter school in installments consistent with the appropriate transfer process. However, for the first year of the Charter, the IDEA public charter school and the District will negotiate which amounts will be considered "startup" costs which include site preparation/renovation, leasing, moving expenses, instructor training/staff development etc. Additional resources will be garnered through solicitations from businesses, grants, fund raisers and other donations.

The IDEA public charter school charter school will be responsible for its own personnel matters. The IDEA public charter school will use a salary plan and evaluation system of its own

design. The evaluation system will be developed and refined as the school becomes operational. In limited situations, the IDEA public charter school may employ qualified non-certified personnel to fill special needs of the school. It is the intent of the IDEA public charter school to consider certified personnel first. All persons who perform services for the IDEA public charter school shall be considered "at-will" employees or volunteers of the District itself. The IDEA public charter school shall select its personnel directly without prior authorization from the District, subject to compliance with all federal and state rules and regulations, including, without limitation, requirements concerning the recruitment of applicants and the use of background and criminal checks, unless a specific waiver is obtained from the State Board or other proper authority. The IDEA public charter school's Board of Trustees will hire or terminate all staff personnel. The IDEA charter school shall be responsible for its own personnel matters. The IDEA public charter school will employ, administer and determine the qualifications and duties of the position while employing a qualified professional staff. The IDEA public charter school will establish its own standards consistent with Federal and District laws and regulations and within these guidelines will determine its own causes for dismissal.

Efforts are underway to ensure sufficient space is retained within the Phelps High School structure for the establishment of the charter school. The Phelps Career IDEA public charter school currently occupies the basement of the school, has four classrooms in the north wing of the school and areas used for supplies and equipment. Phelps has already received Fire Marshall approval and the appropriate permits for school use. If the existing space cannot be negotiated, we seek the Board of Education assistance in allowing our school to use the recently closed Richardson Elementary School. Our search committee will seek space in other public buildings, including federal agencies and private businesses, however the committee has identified Richardson as its priority option for a charter school. The search committee will continue to review space requirements as the school enrollment grows.

CONCLUSION

Junior Reserve Officer Training Corps(JROTC) academies are unique in the nation because of their sponsorship, career focus and leadership and teamwork focus provided through JROTC program. These programs are mandated to make a difference in the lives of inner-city youth through creative and innovative educational initiatives. It also provides for team teaching using military instructors working in concert with a certified public school teacher. The IDEA public charter school will capitalize on successes and lessons learned from the JROTC IDEA public charter school experience and replicate them within the charter school. The school will continue to use a curriculum which reflects the needs of the business community but reflects current and innovative techniques using in and outside classroom experiences. As our program is the only one of its kind in the city, we expect our charter school will also be one of a kind. Through hard work, school support, military collaboration and the support of parents and the business community, we have already begun to see this vision become a reality.

A. Education Plan

1. Mission and Goals Statement

I. Mission and Goal Statement

a. The mission of the Integrated Design Electronics IDEA public charter school (IDEA) charter school is to develop young people with the academic, social, leadership and occupational skills to compete successfully in post secondary education/training and enter challenging careers in the technical fields of work. We wish to prepare our students for the competitive high-tech careers now required in the 21st century. The school will develop students who will not only have improved test and aptitude scores but will work more cohesively as team members.

b. Academic Goals: It is the intent of the IDEA public charter school to establish a more rigorous math, science and English program which will be integrated with the student's occupational program.

- Ensure graduation rates are over 90%.
 - Students will receive increased personal attention to ensure they receive mentoring, tutoring or counseling when necessary. *This is based on a student entering grade nine and graduating as a senior. This includes transfers or removals for any reason.*
- Ensure all June graduates go to college or into meaningful employment (Minimum wage or higher) by September.
 - Provide intense monitoring of course requirements, student performance and test student early to determine aptitude for life after high school.
- Raise Grade Point Averages (GPA) an average of 5% per year.
 - Provide intensive counseling mentoring sessions with students to ensure they receive tutoring as required
- Improve PSAT, SAT and ASVAB test scores between 7- 10% each year. Students will be tested and retested based on academic fundamentals until SAT averages are between 800-1000 or higher

c. Non Academic Goals.

- Create an environment that encourages attendance and reduces absenteeism. The importance of regular attendance cannot be overstated, and the IDEA public charter school will strive for consistently high attendance rates. The IDEA public charter school will identify and address non-illness related situations that could prevent or hinder regular attendance. The IDEA public charter school will strive to achieve an attendance record meeting or exceeding that of the average elementary school within the District

- Ensure all eligible seniors are afforded the opportunity to obtain financial aid. All senior records will be reviewed one year before graduation and assistance will be provided in obtain financial aid if desired.

- Improve student citizenship. JROTC will focus on student discipline, citizenship and teamwork through repetitive team building exercises and performance tests. They will also be highly involved in community activities where civic issues and current events affecting the community are discussed.
- Integrate learning and work experience by focussing on experiential, hands-on work related experiences. It will motivate youth to continue their education, provide authentic job experience, which will lead to profitable, high tech-careers.
- Incorporates youth development activities (e.g. JROTC leadership, teamwork activities, field trips, opportunities for earning and service within the community).
- Receive more than a High School diploma (e.g. advanced standing in college, a resume of work experiences, contacts with employers and other credentials showing work experience).

2. Statement of Need

2. Statement of Need

- a. The newspapers of Washington, D.C. have carried many stories outlining the poor testing, low Grade Point Averages(GPA), high student absenteeism and increased violence and discipline problems within the schools. The IDEA focus is to attack these concerns by focussing on the socioeconomic needs of the students as well as their educational needs. The IDEA public charter school believes that by preparing a student properly, they will be unique qualified for higher lever school as well as being qualified for higher paying entry level occupations. This focus will be explained below.
- b. The school is to be located in the Northeast area of Washington D.C. near major transportation arteries. This area as well as many other areas of Washington, D.C. has high unemployment as well as the working poor as described below.
- c. **Target Population:**
 - (1) The school will focus on students throughout the city with an interest in technical learning, school-to-work, apprenticeships and JROTC leadership training. It will include a mix of students who desire a challenging curriculum but to whom success is reachable. *This mix means students of varied economic status, gender and ethnicity who truly want to be successful in life.* The anticipated enrollment in the IDEA public charter school for SY 97-98 is 90 students in grades 9 - 12. This figure will increase to 225 by the year 2000. The proposed breakdown for the year 2000 will be 60, 58, 55, 52. The proposed opening date of the converted charter school program is fall 1998 with 150 students(90, 20, 20, 20). It is the intent of the IDEA public charter school to grow over the five years of the charter to an enrollment of 225 students.

The proposed maximum enrollment of the school is listed below:

Grade	9	10	11	12
Enrollment	60	58	55	52

(2) **Educational and developmental Needs of the Target Student Population:** The school will offer a four year- curriculum (grades 9 -12) and eventually develop 2 + 2 (grades 11 and 12) articulations with post-secondary institutions in the metropolitan area leading to 2 year associate degrees and advanced standing in college programs. Some of the students in the program will be youth at risk and approximately 10-15% of the students will be considered Level One Special Education. The average student will enroll with a Grade Point Average (GPA) of less than 2.0, will have below average math/science skills, test below the national average and be somewhat undisciplined. The purpose of the Integrated Design Electronics IDEA public charter school (IDEA) charter School is to improve on these areas while preparing the student for the world of work. This is achieved through a unique learning environment and enhanced career opportunities that include effective integration of academic and technological career training in electronics and engineering design and the leadership skills training of the military Junior Reserve Officer Training Corps (JROTC) program.

(3) National surveys conducted about employment of inner city personnel stated that many young people who apply for entry level positions do not have the basic reading, writing or computational skills required for even the lowest paying wage positions. The economic and manufacturing complex in the United States is becoming increasingly technical and oriented toward technology advances. Even many assembly line jobs have been automated. Entry level positions now require abilities in problem solving, team work and being able to respond quickly to a complex and changing environment. Employers are reporting having difficulties in finding qualified entry level job applicants at the same time unemployment in the inner city is moving over 30 percent. The average income of the parents of students in the Wards of Washington, DC is between \$22,000-\$24,000, which is poverty level. If fewer students drop out, get solid employment and remain in the area, it results in an increase in lifetime earnings which provides a better tax base for the inner city.

In order to benefit the individual child as much as possible, the IDEA public charter school will make every effort to maintain a stable enrollment during the term of the Charter. The proposed charter school will continue its present academic focus on the occupational cluster of engineering design (includes drafting and computer-aided design), electronics (includes communication and digital electronics, residential/industrial wiring/electronics), and engineering systems (includes fluid power technology and computer-aided manufacturing. *This course will be used to transition to a computer technician/repair course*). The school will also integrate a thematic approach using the student built Electric Vehicle.

d. Students must be taught that it is important to work as a team and develop critical leadership skills. This will be accomplished through the Junior Reserve Officer Training Corps(JROTC). Students will receive intense instruction in math, English and science as these will be the building blocks for their job skill training. Throughout their program of instruction students will be mentored and tutored to ensure they receive the attention needed to improve test scores and GPAs.

3. Academic Design

a. Content Standards and Curriculum

3. Academic Design

a. Content Standards and Curriculum.

(1) Curriculum standards: See Appendix I for curriculum. So that the District can measure the success of the IDEA public charter school as compared to other public high schools, in the Fall of 1998 the IDEA public charter school's students will be required to take one or more standardized tests (probably the Stanford test and PSAT) currently used by the District. Pursuant to statutory authority, the IDEA public charter school has designed its own educational program and curriculum. The IDEA public charter school board will approve textbooks. Curriculum design implementation and review will be a continuous process. The IDEA public charter school will work closely with the District on insuring the content standards of its curriculum meet or exceed those of the District. The IDEA public charter school might want to develop alternative assessments to what the District uses. This will be determined once the IDEA public charter school analyzes any additional assessments the District develops. The students will be assessed based on District standards initially and results reviewed to ensure national testing standards are met. The 9th grade students will not be allowed to select a career field. As indicated by the curriculum, they will be given an orientation in all of the course choices. Their first year will be spent ensuring they have mastered English, math and the sciences prior to a career course selection. They may choose a career course in the 10th grade. General learning objective for the basic academic areas are below:

English/Writing/Reading

- (a). Students will develop inferential and interpretive reading skills through broad instruction in science, social studies and fine arts.
- (b). Students will increase critical thinking skills using divergent and convergent reasoning activities
- (c). Students will develop understandings of contextual definitions and will be able to make generalizations based on supportive data
- (d). Students will be able to identify and infer central issues in stories and literature while discussing and writing about the material.
- (e). Students will develop basic reading skills using a variety of learning modalities and materials.
- (f). Students will compose stories, poems, letters and reports utilizing the elements of the writing process.
- (g). Students will demonstrate the ability to interrelate communicating research skills and composing skills with subject matter disciplines.
- (h). Students will demonstrate knowledge and use of collecting data, outlining and note taking.

- (i). Students will be able to locate, analyze and organize relevant information for reports and expository writing.
- (j). Students will create imaginative/narrative writing using effective vocabulary to describe their emotions and impressions.
- (k). Students will participate in activities designed to promote communication skills.

Mathematics

- (a). Students will develop number concepts and basic computation skills.
- (b). Students will integrate the principles of geometry with those of other disciplines such art, social studies and science.
- (c). Students will be able to look for patterns and relationships and to form generalizations.
- (d). Students will collect, organize, and interpret data to develop tables, charts, graphs and statistics.
- (e). Students will acquire and apply math concepts and problem solving strategies to everyday life situations.
- (f). Students will be able to express mathematical ideas in both written and symbolic forms.

Science

- (a). Students will discover, explore, observe, and examine natural phenomena they encounter in the indoor and outdoor environment, and be able to perceive the interrelationships and interdependencies of these phenomena.
- (b). Students will collect and interpret data about an object or event
- (c). Students will be able to formulate a hypothesis.
- (d). Students will design their own experiments with control and variables to support or refute a hypothesis.
- (e). Students will record, organize, and communicate procedures in written form.
- (f). Students will apply science processes and concepts to problem solving

(2) The school will be designed on the career model-a career focused school-within a school that integrates academic and occupational curriculum, increases student career options and provides a meaningful learning context for both potential dropouts and college-bound youth. Students will select either the Engineering Design or Electronics technology career focus after completion of their orientation year. Failure of the student to complete the entire skill-producing program, will produce non-receipt of a certificate of completion. The objectives of the IDEA Charter School will be facilitated through the use of information technology, including but not limited to computers, scanners, printers, modems, CD-ROMS, laser discs, video cameras, video

players, telephones and videophones. The technology itself will not be a 'magic bullet' that will solve all education problems. It will not make every student a reader, or enable all student to be mathematicians. But it can excite a student's imagination and open a host of experiences. If used properly in conjunction with a strong curriculum, a stimulating educational environment and an active learning methodology, it can be a valuable tool.

(a) The Communications and Digital Electronics course is designed to provide a student basic knowledge of electronic circuitry as it pertains to communication and digital equipment (i.e., radios, television, VCRs, etc.). Specialized laboratory and practical experiences will require the student to assemble, operate, install, maintain and repair communications equipment and systems. There will extensive use of the computer and oscilloscope as a diagnostic tool. Students will be able to construct simple circuits and devices. Instructions on meter reading, mathematics and interpreting schematics will be taught. The course emphasizes hands-on instruction and teamwork. The student should have solid reading skills since they must use and interpret repair manuals. The student must be able to follow detailed written and oral instructions. The student must have the potential to use diagnostic testing equipment. The student should have completed course work in Math and Algebra. The student will be able to connect and analyze circuits, solve theoretical and practical problems and setup a variety of electronic communications and digital equipment. The course will prepare the student for entry level positions as a This course will prepare the student for entry level positions as an electronics support specialist, test equipment repair specialist, computer, VCR, radio and television repair person.

(b) The Residential and Industrial Electronics course is designed to prepare a student for employment in the electrical wiring and Industrial Electronics area as an entry level apprentice. The course will provide the student with a functional knowledge of electrical wiring and electronics circuitry required for residences and commercial establishments. Instructions on meter reading, mathematics and interpreting schematics will be taught. The course will provide the student with a functional knowledge of electronic devices and circuitry through electronic laboratory experiences and technical instruction. A major portion of the instruction is focused on demonstrations and practical application. The student should have completed a course in Math. They should have the aptitude for mathematics and hands-on experiences. The student should also have a high degree of manual dexterity and have the ability to develop problem solving and diagnostic skills. This course will prepare the student for entry-level positions as an electrical apprentice or electronics technician. The student will be able to install electrical switches, outlets, lights, test and repair electric motors and install home wiring in accordance with the current National Electric Code.

(c) The Engineering and Drafting course is designed to prepare a student for employment in the technical engineering drafting area as an entry level employee. The course emphasizes hands-on instruction and teamwork. It also provides beginner instruction on Computer Aided Design(CAD) software. Students will letter, make measurements, sketch and interpret blueprints. They will use drafting instruments such as T-squares, rulers, compasses and protractors. The advanced students will use computers as a drafting tool. The Student should have drawing potential and be able to follow detailed instructions. The student should also be able to use a computer keyboard. The student should have completed course work in Algebra and Geometry. The student will be able to draw basic blueprints and architectural and equipment

designs. The student will also be able to use the computer to complete simple Computer Aided Designs(CAD). The course will prepare the student for entry-level positions as an engineering aide or draftsman assistant.

(d) The Fluid Power course is designed to provide a student basic knowledge of Robotics, programmed milling operations and the study of the properties of fluids and fluid flow. The course emphasizes hands-on instruction and teamwork. The student should have solid math skills and the ability to work in small groups. The student must be able to follow detailed written and oral instructions. The student must have the potential to use diagnostic testing equipment. The student should have completed course work in Math and basic science. The student will be able to program a computer to do automated milling operations, analyze viscosity of liquids and determine uses for fluid motors. The course will prepare the student for entry level positions in hydraulics in aviation and heavy equipment as a repair or diagnostic technician. *The enrollment level of this course is small and technology has gravitated toward a computer rich environment. Since this course has a computer base, it will be used to transition to a course which provides the student entry-level, basic Computer Technician/Repair skills.*

(3) The IDEA has a dual focus of Engineering Design and Electronics and integrates the leadership and teamwork skills through JROTC. Each career focus area is designed to train students in the basic reading, writing, comprehension, teamwork and problem solving skills that are required by all Engineering Design and Electronics careers in the modern US economic business arena. Each technical skill producing shop will stress the importance of teamwork and leadership while teaching the need for basic math and science skills. This curriculum is not suitable for students with language difficulties but acceptable for those with some learning disabilities. It will also integrate a thematic approach using the student built Electric Vehicle.

(4) Marking System: A five-point scale (A B C D F) will be used for marking purposes:

A =	Excellent
B =	Above Average
C =	Average
D =	Below Average
F =	Failing

The grades will convert as follows:

A =	100-94
B =	93-84
C =	84-75
D =	74-65
F =	64 - and below

Students enrolled in remedial classes shall be given grades of Pass (P) or Incomplete (I) only. Teachers will issue requirements for receiving specific grades in their respective courses. According to the following scale of grade point values, a pupil earns a *SCHOOL HONOR ROLL* position if he/she averages 3.5 or above.

A=4

B=3

C=2

D=1

b. Instructional Methods

b. Instructional Methods

(1) Typically, a cadre of students will remain with a team of teachers (from academic and occupational areas) in a small school-within-a-school setting to strengthen the peer group, provide supports to classroom learning and deepen relationships between students and caring adults. Teachers will use a team teaching approach wherever possible and essentially in the technology related classes. The school will start with approximately 150 students in August 98 and peak at 225 students in school year 2000.

(2) Students will be pretested to ascertain their level of competency in basic math, English and science principles as these are required for the student to excel in the skill producing classes. Intensive teaching methods, small classes and computer self paced programs will be used to assist students in becoming more proficient in the academic areas. Since all skill producing classes require a basic knowledge of math, English and science, the school will focus on those areas so the student will be prepared for the rigors and analytical requirements of Engineering Design and Electronics. The computer will also be used to provide assessment testing on the PSAT/SAT tests. The chart at Appendix I lists our four year curriculum. While we are teaching standard DCPS subjects, there are significant differences in our curriculum. First, all ninth and tenth grade students take two periods of English and Mathematics courses for two years. At the end of the tenth grade, they will have completed four Carnegie Units in English and four in Mathematics. Students will be able to progress on to their Eleventh Grade Level shops only after they have demonstrated English and Mathematics proficiency to include achieving acceptable scores on the Stanford 9 Test. Another difference in our curriculum is that ninth graders will take a one year Introduction to Technology Course where they will learn how a computer works, to include complete keyboarding and also receive an orientation in the four career course areas. Finally, Seniors in IDEA will participate in internships with future prospective employers when appropriate. Testing programs used to ensure proper assessments include those listed in paragraph c(4).

(3) As the JROTC program has a flexible curriculum, it will be tailored to provide additional teamwork drills and exercises. Students will be motivated through both mental and physical exercises as they compete against each other. Learning games and activities will also be used as a motivation tools.

(4) This curriculum is not suitable for students with significant language difficulties but is acceptable for those with Level One learning disabilities. Students with learning disabilities will be main streamed through the school but will receive extra mentoring, monitoring and tutoring to ensure they do not fall behind. A detailed educational plan will be prepared to ensure the student as well as the teacher understands what needs to be accomplished. An Individualized Education Program (IEP) will be designed and maintained for each child eligible for special education under the Individuals with Disabilities Education Act. The program will be developed in a meeting with the child's teachers, parent(s), the student (when appropriate), a school division representative qualified to provide or supervise the provision of special education services and other individuals at the discretion of the parents or school. This IEP is reviewed at least

annually. Students identified as gifted and talented will be given special attention and projects to ensure they are not bored or their creativity stifled.

(5) **Student Intervention:** The instructional staff will continually review attainment levels. If a student is having difficulty meeting attainment, a plan will be devised to provide that student with additional instructional time via aides, special education teachers, parental volunteers, labs, at-home or after-school work, or any combination of the above as determined by the teacher. *Students will receive a certificate of competency in their career field if they successfully complete their career program. Most will graduate with 26-28 Carnegie Units. There will be no time for elective courses. It may be possible for a student to graduate by completing all required courses and not receive a certificate of competency. This should be rare as the student will be mentored, tutored and select their career courses based on interest and ability.*

c. Student Performance Standards and Assessment:

(1) **Performance Standards.** The IDEA public charter school exists to fulfill the students' academic needs. So that the District can measure the success of the IDEA public charter school as compared to other public high schools, in the Fall of 1998 the IDEA public charter school's students will be required to take one or more standardized tests (probably the Stanford test) currently used by the District. The IDEA public charter school will then tabulate the median test scores in each subject area, cross-referenced by race/ethnic guidelines and gender. This will establish the baseline for the IDEA public charter school's program. This process will be repeated each Spring. The IDEA public charter school has established a goal of increasing the median scores in all subject areas. The IDEA public charter school's goal is to achieve an average median attainment level of 80% in all subjects for *all grade levels*. The learning disabled would be exempted from these standards, and standards relevant to each individual situation would be adopted in their place. Such exemptions would become part of the information exchange with the District and be included in all reports.

(2) As noted in above, each spring, all of the IDEA public charter school's students will take a battery of standardized tests. The student must attain the standards as established by the District. District policies and procedures will be adapted for use in the school. Students must pass the prerequisite courses for advancement to the next higher course (i.e. Students must pass English I prior to advancement to English II). Attainment may be demonstrated by oral examination, written examinations, writing samples, audio recordings, artistic renderings, or any combination of these examples. Annual evaluation reports will be submitted to the District as well as an initial baseline evaluation based on standardized test methods currently in use by the District. A comparative analysis of goals established and goals achieved will be presented in the evaluation as well. The District will assume all costs associated with testing and retain individual copies of test results, as is the practice with other public schools in the District.

(3) **Graduation Requirements: District of Columbia Public Schools**

GRADUATION REQUIREMENTS

(a) Students entering 9th grade after school year 1993, must earn a total of twenty-three and one-half (23.5) Carnegie Units to graduate. Ten (10) Carnegie Units will be required for assignment to a junior section and fifteen (15) for a senior section. Student must also perform 100 hours of Community Services Hours to graduate.

<u>Required Courses</u>	<u>Carnegie Units</u>
English	4.00
Foreign Language	2.00
History and Government of the District of Columbia	0.50
World History	1.00
World Geography	0.50
United States History	1.00
United States Government	0.50
Mathematics	3.00
(including Elementary Algebra or its Equivalence)	
Science (including one year of a lab science)	3.00
Health and Physical Education(JROTC equivalence)	1.50
Art	0.50
Music	0.50
Career Vocational Education	1.00
Electives	4.50
Community Service (100 Required Hours)	

Total 23.5

(b) All courses must be taken in sequences, hence, students who fail a course that is a prerequisite to the next course must complete that course before being permitted to continue to the next course.

(Example: If a student who is in the 10th grade fails English II but passes all other courses will be scheduled to take English II before he/she can take English III.)

(c) A student must have a *Letter of Understanding* by his/her 12th grade year. A conference with your counselor in reference to the total number of Carnegie Units earned from the ninth grade will be reviewed. Subjects needed to complete high school education will be discussed (District Law 1-75 lowered the age of majority from 21 to 18 years of age thus permitting students 18 and over to sign their own Letter of Understanding in lieu of a parent or guardian.)

(d) Students must be in residence for one year immediately preceding graduation (12th grade) Exceptions must be approved

(e) All indebtedness must be taken care of before clearance can be made for graduation (Example: All books, library fees, etc.)

(4) Student Assessment Plan: Students will be assessed on the same schedule as all other District schools. In addition to the Stanford 9 test others will be used as indicated below: The IDEA charter school goal is to ensure students achieve SAT test score between 850-1000 by their 11th and 12th year.

Types of Tests

ASVAB Armed Services Vocational Aptitude Battery

PSAT Preliminary Scholastic Aptitude Test

Designed to be taken by college-bound students during their junior year. The result of which help a student predict and perhaps improve his future SAT scores to possibly qualify for scholarships.

SAT Scholastic Aptitude Test

Most widely used examination to help colleges determine whether or not a student is admitted. It is a three-hour test composed of verbal and math sections.

ACT American College Test

Another college admission test; most colleges now accept either the SAT or ACT scores. Must check the respective college catalogs.

ACH Achievement Test

One-hour test in selected subject areas including English, Literature, Biology, Chemistry, Mathematics, American History, etc.

(5) Ensuring Use of District wide Assessments: The school will coordinate with the District to ensure it is on all mailing lists and schedules for assessment testing. The IDEA school will participate in the District of Columbia's testing program *and purchase the necessary testing materials.*

4. Student Policies and Procedures

4. Student Policies and Procedures

a. Admissions, Attendance and Withdrawal

- (1) **General Admissions Process** - Prior to admission to the IDEA public charter school, the parent,

guardian or other person having control or charge of the child shall provide, upon registration, a sworn statement or affirmation indicating whether the student has been expelled from attendance at a private school or in a public of the District of Columbia or another state for an offense in violation of school board policies relating to weapons, alcohol or drugs, destruction of property, or for the willful infliction of injury to another person. Any person making a materially false statement or affirmation concerning the above, shall be guilty upon conviction of a Class 3 misdemeanor. The sworn statement shall be maintained as a part of the student's scholastic record. The student must have or obtain a social security number within 90 days of admissions unless a waiver is granted pursuant to Social Security Administration guidelines. (See Appendix 10 for detailed admissions requirements)

These policies is required to be consistent with the requirements of the Charter School Act. The IDEA public charter school's enrollment process will fully abide by the law. The charter school enrollment policy prohibits discriminations on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services. The IDEA public charter school sets forth the following non-discriminatory enrollment policy. This policy is required as it is anticipated that the enrollment interest will exceed the enrollment capacity of the school. If at any time the enrollment exceeds the capacity of the IDEA public charter school, all subsequent applications for enrollment will be put on a waiting list. When space becomes available, the IDEA public charter school will conduct a lottery to determine which student is allowed to enroll.

- (2) The lottery will be governed by only a few basic rules:

(a) If space is available, all students who are on the waiting list will be allowed to enter.

(b) If a student is chosen in the lottery and there is a sibling or siblings who want to attend the IDEA public charter school, those siblings will be given preference so the family can all attend the same school.

(c) The lottery will be conducted by July 31 of each year. Each student's lottery draw will determine the number the student has on the waiting list for the following school year.

(d) The student must present a birth certificate or affidavit proving age.

(3) **Resident and Non-Resident Students:** Tuition rates are established each year in accordance with the provisions of the District of Columbia and the Board of Education, enrollment in the IDEA public charter school shall be open to all students who are residents of the District of Columbia and if space is available, to nonresident students who meet the tuition requirement. Nonresident students shall pay tuition to attend the IDEA public charter school at the applicable rate established for

District of Columbia public schools administered by the Board of Education for the type of program in which the student is enrolled.

(a). The first preference for enrollment is those students of District of Columbia whose parents helped form the IDEA public charter school.

(b). The second preference for enrollment is for other students who reside in the District of Columbia. If it is the intent of the parents to enroll their child in the IDEA public charter school, they must sign a Letter of Intent by June to insure their child(ren) will be enrolled for the following school year.

(c). The third preference is for students who reside outside of the district and sign up to attend the IDEA public charter school after June 30, 1998 but before the start of the school year. The preference will be solely on a first-come, first-serve basis.

It is understood that students allowed to enroll in the IDEA public charter school will be able to re-enroll for the following school year as long as they are in good standing with the IDEA public charter school. It is further understood that if a student is enrolled in the IDEA public charter school and a sibling desires to attend the IDEA public charter school, that child will be given preference so the family can all attend the same school the following school year. See Appendix 2 for additional details.

(3) Tracking Withdrawals: In considering any request for student withdrawal or transfer, caution must be used to be sure that the receiving school has adequate space and staff to accept the additional student. If adequate space and staff are not available, the request may be denied. If a student withdraws both the receiving school and District school system will be informed in accordance with DC laws and regulations. A student may withdraw from the IDEA public charter school at any time and if eligible (Additional information is at Appendix 10).

Students will not be allowed to withdraw until authorized by a parent guardian. A copy of the records will be given to the parent guardian. The parent/guardian will sign for the copy but the original records/portfolio will be forwarded to the receiving school. As indicated under the withdrawal process on page of the application the IDEA public charter school will ascertain whether a student can be transferred to the selected school prior to sending the records. The District Control office will be notified as well.

(a.) Levels of priority when approving transfer requests:

(1) Pending change of residence

A request to enroll in a specific school due to a family's plans to move into that school's attendance area within sixty (60) days will be considered. Such plans must be substantiated by a copy of a legal contract on the new residence indicating pertinent dates.

(2) Change of residence during the school year

A request to remain in a school after a family's move into the attendance area of another school within the year will be considered. If approved, such approval would be for the remainder of that school year only.

(3) Special assignment of a sibling.

A request for a sibling(s) to attend a specific school because the school has assigned a brother or sister to that school will be considered, but there is no obligation to grant such a request.

(4) Senior status

A request for a senior to remain in a school and to graduate with his or her class will be considered.

(5) Child of employee of school division

A request from an employee to have his or her child attend the school in which he or she works will be considered.

(4) **Tracking Student Attendance.** The attendance clerk will track attendance of all students on a daily basis under District Laws and regulations. Students which have chronic unexcused absences or truancy in a class (5 or more per advisory) may include a grade reduction in that subject or subjects. Ten(10) or more unexcused absences per advisory will result in the student receiving a failure grade in that subject or subjects. Students having 40 or more absences in a subject with a school year will receive a failing grade in that subject with a result loss of course credit. Parents/guardians will be held accountable for all absences of their children and shall verify the cause of all absences with a written statement upon the child's return to school. The attendance clerk will contact parents in writing if a student has received 3 absences in an advisory. *The attendance clerk will provide the administrative portion of the attendance tracking. Teachers, counselors and mentors will be required to communicate with parents by telephone or in person when a student is absent without permission. A telephone log/contact sheet will be provided to the attendance clerk for record. See appendix 2 for detailed attendance policy.*

b. School Climate and Student Code of Conduct

(1) **Health and Safety** - The IDEA public charter school shall comply with all District policies, and applicable Federal and state laws, concerning employee welfare, safety and health issues, including, without limitation, the requirement of federal law for a drug free workplace. The principal or director or his designee shall serve as the school safety officer. The school safety officer shall be responsible for implementation of the program in the School administrative Office and the maintenance and transportation areas, custodial areas and food services, and will coordinate implementation of the program within each elementary and secondary school. Each principal or his designee shall be responsible for implementation of the program in the work areas, classrooms and related activities under his supervision. Job descriptions for the following categories shall reflect responsibility for implementation of the Safety Program: art department heads, sciences department heads and vocational agriculture department heads. The designated employees shall be responsible for implementing the program.

(2) **Behavior** - Parents and students will sign a contract promising to honor the code of behavior (JROTC Creed) drawn up for the IDEA IDEA public charter school. This code of behavior, in addition to stipulating standards of conduct, will specify disciplinary measures to be taken in the event of misbehavior. Discipline and classroom disruptions will be handled within the classroom. Students and instructors will respect each other and their surroundings. A safe school environment including classroom, hallways, common areas, and playground will be paramount.

Corporal punishment will not be used. (See appendix 16 for detailed Code of Conduct provisions).

(3) **School's Philosophy and roles relative to School staff** - The IDEA will set goals and standards for school-community, parent and staff relations and will regularly evaluate this relationship. All classes will be monitored by school staff or assigned volunteer. Student behavior will be assessed and the results provided to parents during the parent-teacher meetings. Additional mentoring will take place through the assignment of mentors to each student. There will be constant communication with parents concerning their child behavior both good and unruly.

APPENDIX

2

Attendance Policy

STUDENT ATTENDANCE

Achievement in school is related to regular attendance; therefore, it is essential that students attend school daily. Generally, students are expected to attend school except in cases of personal illness, family emergency or death in the immediate family. Students shall be responsible for completing assignments missed due to absences.

The principal shall ensure that attendance procedures are developed and implemented which

1. identify the responsibilities of students regarding regular attendance;
2. specify the responsibilities of the staff members regarding student attendance;
3. articulate the responsibilities of parents regarding student attendance;
4. reflect individual differences among children, including developmental levels;
5. complement the expectations for teachers to provide unique classroom experiences necessary for mastery of instructional objectives; and
6. promote positive attitudes toward school attendance.

Students are responsible for being in school and class on time. A positive attitude toward school attendance will enable students to:

1. define their goals and reach their fullest potential.
2. take advantage of the American free public education system.
3. obtain credit for courses necessary to complete a high school education.
4. take full advantage of both classroom and extracurricular activities.
5. develop the habit of consistent attendance necessary to be successful in the world of work.
6. accept responsibility for their attendance

The school staff is responsible for fostering good student attendance by:

1. modeling good daily attendance.
2. relating to the students the importance of daily attendance.
3. providing an atmosphere in which students can become actively involved in the learning process.
4. communicating to the students how daily attendance is directly related to good grades.
5. counseling with students as absences occur.
6. providing interesting lessons which encourage students to want to attend class
7. providing appropriate incentives and any necessary discipline.

Parents are responsible for promoting positive school attendance by:

1. developing within the student an appreciation for the worth of becoming an educated person.
2. creating a support system (safe, healthy home environment) that is conducive to learning.
3. making sure that the student is in school on time each day.
4. being an active part of the student's school activities (e.g.: consulting school calendar for key dates; attending parent-teacher conferences and other school functions; communicating with school personnel; being active in parent-teacher organizations, etc.)
5. recognizing the importance of positive feedback as it relates to the development of a positive, success-oriented self-image for their student.
6. sending to school an appropriate excuse note the morning that the student returns to school after a legitimate absence.

Students are expected to be in class and ready for instruction when the class begins. Daily and punctual school attendance is essential to each student's academic development. Absence in school is detrimental to student achievement.

1. EXCUSED ABSENCES

This type of absence is issued for personal illness, illness in the immediate family, death in the family, medical appointments, school activities and hardships. Students are to make up work missed due to an excused absence and will be given credit for that work. Students must bring a note on the day they return to school requesting that their absence be excused.

2. UNEXCUSED ABSENCES

This type of absence is issued for truancy, for failure to bring an acceptable note from home and other reasons considered invalid. Students are to make up work missed due to an unexcused absence but will not be given credit for that work.

3. ANTICIPATED ABSENCES

Requests for approval of absences which will result from family trips or other foreseeable reasons must be submitted in writing and approved by the principal in advance. The determination of these absences as excused or unexcused will be based in part on the number of previous absences and the student's academic standing.

4. TARDINESS AND EARLY DISMISSALS

Students who are absent for even a portion of a class miss valuable instructional time. Students entering and exiting the classroom at odd times interfere with instruction and must be kept to a minimum. Class work continues and students are responsible for any assignments or discussions missed. Incidents of tardiness and early dismissals count against a student's attendance record.

5. MAKE-UP WORK

All students are to make up all assignments missed when absent or tardy. It is the student's responsibility to meet with teachers to arrange for make-up work. Make-up work must be completed within a maximum of three (3) days of the absence. When there are extenuating circumstances, the teacher may extend this time frame provided a definite schedule for the completion of the work has been agreed upon by the student and the teacher.

If a student is absent on the day of an announced test, but was present when the test was announced, he/she is expected to make up the test on the day he/she returns to school. A grade will not be placed on the student's report card at the end of the grading period if the make-up work has not been completed. In such a case, the legend "Inc." (incomplete) is placed on the report card in the grade column until make-up work is completed. Deadlines, as stated above for completion of make-up work, must be followed in order to receive credit for the missed assignments.

6. PARENTAL/GUARDIAN CONTACT

Attempts will be made to contact the parent or guardian if a student is absent. In addition to information on the student's report card regarding attendance, the following steps are taken:

- a. each absence from school - telephone contact with parent is attempted and teachers discuss absence with student.
- b. each absence from any given class - the teacher discusses the absence with the student upon his/her return to school.
- c. all absences - attendance for each class is indicated on the report card which is sent home every nine (9) weeks.
- d. excessive absences - students are referred to the administration for excessive absences. From that referral, parents are often contacted for assistance.
- e. fifth absence - a letter is mailed to the home of a student on the occasion of the fifth absence from class if that absence occurs during the first semester.
- f. tenth absence - a letter is mailed to the home of a student on the occasion of the tenth absence from class.

Excessive absences warrant firm intervention. Conferences with parents, investigation by school personnel including visiting teacher or social worker, referral to outside agencies including the Department of Social Services and the Juvenile and Domestic Relations Court, restriction from certain school activities and other disciplinary measures may be utilized in attempts to improve a student's attendance.

7. NON-COMPLIANCE WITH ATTENDANCE RULES

Students who fail to attend school for an entire day or for any portion of a school day are considered to be in violation of the Code of Student of Conduct unless the absence is allowed by the parent or guardian and excused by the principal (i.e., skipping school or skipping classes). Absences may be excused for reasons such as illness, death in the family, court appearances, religious holidays generally observed by the student's religious group, or extenuating circumstances which are approved by the principal.

<u>First Offense-</u>	Minimum of one (1) assignment to after-school detention and contact with parent.
<u>Second Offense -</u>	Minimum of two (2) assignments to after-school detention and contact with parent.
<u>Third Offense -</u>	Minimum of one (1) day of inschool suspension, one (1) assignment to after-school detention and parent contact. Suspension from extracurricular activities and all school-sponsored activities for the duration of the discipline assignment.
<u>Fourth Offense -</u>	Minimum of two (2) days of inschool suspension, two (2) assignments to after-school detention and mandatory parent conference. Suspension from extracurricular activities and all school-sponsored activities for the duration of the discipline assignment.
<u>Fifth Offense -</u>	Minimum of three (3) days of in school suspension, three (3) assignments to after-school detention and mandatory parent conference. Suspension from extracurricular activities and all school-sponsored activities for the duration of the discipline assignment.
<u>Sixth Offense -</u>	Minimum of five (5) days of in school suspension, five (5) assignments to after-school detention and mandatory parent conference. Suspension from extracurricular activities and all school-sponsored activities for the duration of the discipline assignment.

Note: Student participation in class activities is an important component of the learning and grading process. Students who fail to attend classes on a regular basis will jeopardize their grades because they will lose the opportunity to fully participate.

CODE OF STUDENT CONDUCT

A. General Provisions

1. Positive Expectations of All Students School is a place for teaching and learning. Therefore, students are expected to:
 - a. attend school regularly;
 - b. arrive at school ready to participate in learning activities;
 - c. accept responsibility for one's own behavior;
 - d. cooperate with school personnel and fellow students;
 - e. abide by all laws of the District of Columbia;
 - f. complete all assignments fully and in a timely manner;
 - g. cooperate with school officials in the investigation of any violation of school rules;
 - h. abide by all school regulations;
 - i. refrain from any action which hinders other students' safety, welfare, peace of mind or achievement;
 - j. respect the right of teachers to teach and students to learn; and
 - k. assist the principal and faculty in the operation of a school which is a safe place for all students to learn and to develop socially.
2. Attendance All students under the age of 19 shall attend school regularly as set forth in the Code of the District of Columbia. Absences may be excused for reasons such as illness, death in the family, court appearances, religious holidays generally observed by the religious group, or extenuating circumstances which are approved by the principal. Non-compliance with attendance regulations (skipping school or skipping classes) will be dealt with as a matter of discipline.
3. Authority of School Officials over Pupils The power of school authorities is not limited to violations occurring on school property during school hours. The school has authority over the conduct of students who are on their way to and returning home from school regardless of whether the student is using school public transportation, private vehicle or walking. While such authority does not alienate students from proper parental authority, students may be subject to discipline for violations of school regulations, which are detrimental to the interests of the school or adversely affect school discipline. The school also has authority over students who are participating in or are in attendance at a school-sponsored activity.
4. Consistent Enforcement Consistent enforcement of rules and regulations by teachers and administrators is an essential component of an effective school discipline program. Communication among teachers and/or administrators plays an important role in consistent enforcement of rules and regulations. In the case of administrators, if more than one is involved in handling discipline, conferences should be held on a regular basis concerning how certain situations are being

handled so as to establish and maintain consistency. In the case of teachers, using a specific plan of action agreed upon by the faculty and administration is essential. Exceptions to consistent enforcement of consequences for misbehavior occasionally need to be made. Exceptions to routine enforcement procedures, however, should be made on a consistent basis.

5. Communication of Code of Student Conduct to Parents and Students. A copy of the Code of Student Conduct (or other appropriate document, which details and explains the expectations and consequences identified in Code) shall be made available to every parent and every student at the beginning of the school year or upon registration for those students who enroll thereafter. Signatures from a parent and from the student (9-12) shall be required on an appropriate form which indicates receipt of a copy of the Code, the signee having read the Code and the signee accepting the responsibility of abiding by the Code. The assistance of parents (or guardians) in this regard is by the Academy.
6. Responsibility of Parents. The Academy requires parents (or guardians) to work in partnership with school administrators to maintain a safe and orderly school environment. (Refer to the notice to parents for further details.) Teachers and administrators cannot be expected to provide all necessary guidance to all students. The parent's role in appropriate student behavior is essential. Parents shall be required to attend conferences involving certain offenses. Parents or guardians of a child shall be notified of all non-minor disciplinary actions taken by school officials against their child.
7. Zero Tolerance of violent Criminal Conduct or Drug Related Crimes. This code of Student Conduct provides that whenever a student engages in violent criminal conduct or drug related crimes, (a) action will be taken by the school system; (b) the student will be removed from the regular classroom setting; (c) the appropriate law enforcement officials will be contacted, and (d) the official position of the school system is that such crimes will be prosecuted.

B. Student Standards of Conduct

It shall be the responsibility of all students to uphold and maintain specific standards of conduct. It is through these standards that clearly identified responsibilities have been established for Academy students. These standards, as well as any standards established by the district, are in effect at any time that students are on school property, on the way to and from school, or while under the supervision of school authority, laws, or rules and regulations of the District of Columbia School Board or individual school. Students are placed on their own to adhere to these standards with an understanding that any violation is subject to corrective action.

A student who acts as an accessory or accomplice to another in violation of any provision of the Student Code of Conduct will be subject to the same punishment as the student who is guilty of the violation.

c. Student Performance Standards and Assessment

District of Columbia Board of Education



INTEGRATED DESIGN ELECTRONICS ACADEMY

**Charter School
Application
1998**

Due Date: 31 October 1997

B. Business Plan

1. Planning Process

b. Plan for the Commencement of Operations

b. Plan for the Commencement of Operations

The proposed corporate nature of the school is to begin functioning as a Charter School in accordance with the District of Columbia Non-profit Corporation Act and all other governing laws, rules and regulations. The plan and projected time-table to commence operations requires the school to transfer its current curriculum, student population, and other required resources with minor modifications as necessary, and begin functioning as a Chartered School in accordance with the timetable below:

(1) Submit Application	October 31, 1997
(2) Received Provisional Charter Status	December 17, 1997
(3) Parents complete Letters of Intent	May 15, 1998
(4) Complete School Staffing	June 1, 1998
(5) Complete 150 student registrations	June 15, 1998
(6) Activate required insurance coverage	June 30, 1998
(7) Activate school lunch program	June 30, 1998
(8) Begin classroom instruction	September 1, 1998

c. Long-range Enrollment Projections and Planning

(1) The proposed opening date of the converted charter school program is fall 1998 with 150 students (90, 20, 20 and 20 respectively in grades 9-12). It is the intent of the IDEA public charter school to grow over the five years of the charter to an enrollment of 225 students. The maximum enrollment of the school is listed below.

<u>Grade</u>	9	10	11	12
<u>Enrollment</u>	60	58	55	52

(2) Plans for expanding staff As the enrollment of the school grows, the program will be assessed to ascertain if student/parent interest is still supportive. The IDEA public charter school will research these interests in comparison to job market trends. (e.g. If many students are interested in computer repair and the job market demands it, we would offer more class periods in that area and hire teachers to support it). *If the student demands for schooling is substantially beyond the 225 figure, the school we consider relocation and hiring additional staff to support those interests. (Appropriate amendments to the charter would be processed.)*

(3) Impact if enrollment is smaller: If the enrollment is smaller than expected, we will consider elimination or postponement of low enrollment courses and offer other courses that more correctly reflect job market trends. We would also consider appropriate reductions in staff if necessary.

d. Recruitment and Marketing Plan

d. Recruitment and Marketing Plan

(1) The purpose of this plan is to detail the procedures that will increase and maintain the student population for the Integrated Design Electronics IDEA public charter school (IDEA) Public Charter School. All Marketing, Recruiting, and Retention (MRR) activities undertaken by the IDEA staff and faculty will be coordinated with the Principal/CEO. Each staff member is responsible for managing and executing scheduled MRR activities.

(2) The Integrated Electronics Design IDEA public charter school (IDEA) was established to provide enhanced career opportunities for inner city students through the effective integration of academics, technology, leadership skills training and education. *The IDEA Public Charter School will continue to use these same principles.* Students in the IDEA agree to focus their vocational training in Electronics, Drafting, or Automated Technology (which is Pneumatics, Hydraulics and Robotics). The name IDEA embodies a collection of six performance objectives established to challenge and focus IDEA students toward shaping their own future. The performance objectives for students are to:

- a. Development citizenship, leadership and discipline skills
- b. Develop apprenticeship level skills in engineering design, drafting or electronics technology
- c. Develop qualifications for entry-level career positions
- d. Develop time management, personal responsibility, team work, goal setting and planning and organizational skills
- e. Ensure they graduate on time
- f. Ensure they can pass college entrance exams

(3) The goals of the Marketing, Recruiting and Retention (MRR) program are to increase awareness of the IDEA program throughout the District of Columbia business, education and private communities. Additionally, this plan will provide feedback to the targeted communities as part of its recruiting and retention efforts in terms of successes and accomplishment of the IDEA students. Communications is the key component of this effort and every opportunity to tell the IDEA story will be exploited.

(4) Program Execution: The MRR program is divided into three distinct modular packages. Each package is designed to be executed simultaneously and/or as a single effort. Each separate module of the MRR has it's own Program Execution requirements detailed in their respective sections of this document. Throughout execution, communications between IDEA faculty members, internal and external agencies will be the responsibility of the person appointed as the point of contact. The point of contact to lead any one particular aspect of the MRR program will be first solicited through volunteerism and/or ultimately assigned by the IDEA Director if no one volunteers. Execution of the MRR must be responsive to the timelines needed by supporting elements to respond to requests for assistance made by the IDEA. Additionally, the MRR Director will ensure that the IDEA faculty maintains a supporting calendar of citywide events. This information will assist in the total planning efforts of the MRR Team. The MRR Team will initiate investigation of and solicit assistance from the entire High School faculty and administrative community for information that may be of significance to the MRR Team's

efforts. Specifically, the MRR efforts of this program may be merged with any similar effort sponsored by other High Schools. To that extent, a liaison from the MRR Team will be appointed coordinate with his/her counterpart within the high school itself.

(5) **Marketing Target Audience:** The targeted audiences for the marketing initiatives are all District of Columbia high school students. Efforts to reach the targeted audience will involve educating parents, counselors, teachers, District of Columbia Public School officials, and the business community of the IDEA. Each of these participants in the MRR and their roles are discussed separately below. There are three (3) specific constraints that must be clearly communicated to each participant that influences the targeted audience as well as the targeted audience themselves concerning potential association with the IDEA. Communication of these restraints to participants is the responsibility of the MRR Team. The three constraints are:

(a) Students who join the IDEA must select one of the following vocational disciplines:

- Communications and Digital Electronics
- Residential and Industrial Electronics
- Architectural Drafting
- Fluid Power (Pneumatics, hydraulics, robotics) *{Will transition to Computer Technician/Repair}*

(b) Students in the IDEA must agree to participate in the Junior Reserve Officer Training Program and wear the JROTC uniform.

(c) Students in the IDEA must attend all academic and vocational classes, without exception.

Marketing to the targeted audience begins with the IDEA staff and faculty. Taking advantage of various communication vehicles, newspapers, bulletins, special events, and so on, will initialize the marketing effort. Specifically: Sample offsite, marketing package (Video, Tender Agreement, Brochure, etc.)

PARENTS: The MRR will be introduced to parents planning the seed that they will, in turn, influence the targeted audience to participate in the IDEA. Initial and continuous introduction of the IDEA to parents will occur through IDEA sponsored recruiting and retention efforts. The objective of this phase of marketing is to provide knowledge to parents of the benefits they can expect their children to obtain through the procedures identified in sub-paragraph "B" Promotion of IDEA Successes.

COUNSELORS: Counselors at the junior high, middle, and senior high school level constitute the major MRR force within the education community. To that extent, close coordination with counselors will ensure that the IDEA is disseminated to the target audience. MRR tools made available to counselors will include, but is not limited to:

- IDEA brochures and newsletters
- Invitations to IDEA sponsored events

- Notification of success stories of students from their schools
- Participation, upon request, at Career Day programs

By maintaining close liaison with the counselor community, each of the *items* cited above will enhance and promote the IDEA.

TEACHERS: Teachers represent a major source of referrals to the IDEA. Marketing to this resource will be accomplished through similar channels made available to counselors, with two priorities in mind. First, the MRR will identify those teachers at each junior, middle, and senior school whose subject areas readily provide progression to the IDEA. This would involve targeting math, science, computer, and electronics and drafting teachers. Second, the overall teacher population at each institution shall be made aware of the IDEA program. Communication to the first priority can be accomplished through direct mail out of IDEA brochures. Communication to the second priority can be accomplished through delivery of IDEA brochures/newsletters to each school. Delivery can be accomplished using the courier system already established within the District of Columbia Public School system.

DISTRICT OF COLUMBIA PUBLIC SCHOOL (DCPS) OFFICIALS: DCPS officials will be made aware of the IDEA offerings through direct communication from the IDEA Director's office. This communication includes briefings, personal visits, and invitations to IDEA sponsored events. The level of effort involved here is to ensure that the IDEA and its accomplishments are fully known and understood by DCPS personnel. DCPS individuals included in this effort include, the Board of Education, Director of Vocational and Adult Education Branch (DCPS), the Lead Principal, City Council, and other DCPS administrators as required.

BUSINESS COMMUNITY: IDEA students all share in the opportunity of providing their acquired skills to the immediate community in which they live. Along these lines, the business community plays two key roles in this MRR plan. First, the business community can offer internship, mentorship and post-graduation employment to IDEA students. Second, the business community can share in the direct successes of the IDEA and promote their organizations through affiliation with the IDEA. The allegiance that is established between the IDEA and the business community means they will be provided bright, motivated, and career oriented individuals. The business community, in turn, will have an opportunity to establish a strong hold in the community they serve by demonstrating their involvement and commitment through active participation in the MRR effort. Additionally, the business community will have a guaranteed cache of quality, success oriented manpower to select from. Marketing to business occurs through IDEA sponsored events, IDEA business partnerships, and IDEA business advisory board activities.

PROMOTION OF IDEA SUCCESSES All successes from the combined MRR efforts of *IDEA MRR* efforts will be disseminated throughout the communities identified in this document. Identification of the primary medium(s) that reach each community will be performed. The MRR team will maintain up-to-date listings of the various mediums used by the supporting communities and investigate cost effective measures for reaching these communities. All requests for

expenditure of funds to support promotional efforts will be coordinated throughout the MRR Team Chief to the IDEA public charter school Director. In addition to the communities identified, promotional successes will be channeled to local colleges and universities. Satellite organizations to be involved in promotions include, but are not limited to, parent-teacher organizations, booster clubs, and/or volunteer organizations.

(6) **RECRUITING:** Recruitment activities will be performed by the IDEA throughout the calendar year. The following table maps the sequence of events that the IDEA will use to increase the schools student population:

MONTH	EVENT
October	Recruitment materials will be reviewed and packaged; IDEA faculty and student representatives who will visit the schools will be identified. One <i>IDEA public charter school teacher</i> and one student (optional) constitute a recruiting team. Time lines for visits, open house, interviews, and so on, are set.
December	Recruitment packages will be distributed to guidance counselors at elementary and middle schools in the District and follow up activities arranged.
January - April	Conduct school visits to all schools.
February	Forward Counselor Orientation letters to middle, junior and high school counselor announcing Counselor Orientation of the IDEA in March. This orientation is to acquaint/re-acquaint counselors with the IDEA and to request their support referring interested students to the IDEA.
March - April	IDEA Counselor Orientation and Student Open House. Showcase IDEA programs and opportunities. Tour shops disseminate brochures on IDEA programs, admission requirements, curriculum, and application materials. Provide visitor hands on demonstrations in various shops. JROTC conducts demonstration drills.
April	Conduct Parents Open House. Provide information/briefings on IDEA opportunities.
April - June June - September	Notify students on acceptance to the IDEA. Public charter school Familiarize new students and families with the IDEA Review upcoming school year recruitment plans and make appropriate changes

(7) **RETENTION:** The IDEA is established to retain as many students as possible so that they may realize their individual goals. Through active involvement in student's lives, IDEA sponsored activities, and imaginative instructional programs IDEA faculty and staff members share equally in ensuring that IDEA retains 100% of its students. The following activities will be taken by each IDEA faculty and staff member to ensure that students enrolled in the IDEA program are on target in meeting their academic and vocational goals:

(a) **Clear Concise Policies and Expectation** - Students will be advised of IDEA policies and expectations prior to the start of their academic/vocational program and during summer orientation. The level of effort here is to ensure that the students are programmed for success from the very start. Each IDEA faculty and staff member of the single point of contact for various activities, shall take an active role in assisting students to successfully accomplish this activity throughout the school year.

(b) **Parental (Guardian) Conferences** - Parents should be kept informed of student's progress at all times. Letters, phone calls, personal visits may all be required to ensure that not one student is lost. Parents need to hear the successes of their students as well as the areas that need improvement. Equally, faculty concerns (positive or negative) should be communicated to the student's IDEA mentor.

(c) **Parental Involvement** - Open classroom visitations should be encouraged at all times. Whenever students are involved in special projects, efforts to contact the parents inviting them to see their students "in action" should be conducted. Invite parents to speak at IDEA functions or provide articles for publication in the IDEA Newsletter.

(d) **Mentoring Program** - Students are paired with one of the *retired* military staff or *other assigned teacher* who serves as his/her mentor. Mentors work closely with students on achieving their academic targets; assist in developing, with the student, a plan to correct deficiencies; encourage students to fulfill their dreams; work collaboratively with internal and external agencies to address individual student needs. Mentors will track individual student progress throughout their academic/vocational lives at the IDEA public charter school. Appropriate action will be taken to assist in improving individual performance. Mentors are also directly responsible for assisting students to obtain internship and/ or scholarships.

(e) **Incentive** - Students must be recognized for their successful efforts. This includes, but is not limited to, participation on recruiting team visits to schools, special IDEA awards ceremonies, printed articles in the *IDEA Newsletter*, public address system announcement for quarterly achievers, and/or quest speaking at *IDEA hosted* events.

e. Time Line for School Opening

e. Timeline for School Opening

Our plan to is to open the school starting SY 1998-1999. While we understand this an ambitious plan, we also realize that we must use our existing workforce while they are still available to support our transition. If we are unable to open in SY 1998-1999 it may be quite difficult for our IDEA public charter school to retain its existing, experienced teachers. Our plan is based on opening at our present location and is outlined as follows:

(1)	Submit Application	November 14, 1997(Granted extension)
(2)	Received Provisional Charter Status	<i>December 17, 1997</i>
(3)	Parents complete Letters of Intent	<i>May15, 1998</i>
(4)	<i>Purchase Supplies, Equip, Textbooks</i>	<i>May 21, 1998</i>
(5)	<i>Complete School Staffing</i>	<i>June 1, 1998</i>
(6)	Complete 150 student registrations	<i>June 15, 1998</i>
(7)	Activate required insurance coverage	<i>June 30, 1998</i>
(8)	Activate school lunch program	<i>June 30, 1998</i>
(9)	Begin classroom instruction	September 1, 1998

2. Corporate Structure

2. Corporate Structure

The corporate nature of the school is a "Non-Profit" Organization. Appendix 3 is a copy of the Articles of Incorporation and Appendix 4 is a copy of its' by-laws. The IDEA public charter school has applied for Tax Exempt status and a copy of the District of Columbia application with the Federal Employee Identification Number (FEIN) is at Appendix 2 !

3. Governance

3. Governance

a. Organization and Management

- (1) Organization Charts (See Appendix 8)
- (2) School Rules and Policies (See Appendix 9) This appendix will be refined and revised as needed.
- (3) Process for Parent, Community Participation in Implementation:

Open classroom visitations should be encouraged at all times. Whenever students are involved in special projects, efforts to contact the parents inviting them to see their students "in action" should be conducted. We will invite parents to speak at IDEA functions or provide articles for publication in the IDEA Newsletter. Open houses will be available to the parents as well the Board meetings. Community leaders as well as business partners will be invited to speak to the students and apprise them of business opportunities and avenues for potential entrepreneurs. Suggestions for excellence will be taken from students, parents, staff, partners and community leaders.

b. Board of Trustees

(1) *Businesses and parents, which are committed to building strong partnerships between the community, business and education, will be encouraged to participate as Board members. The representatives of the businesses will be expected to attend and participate in board meetings, provide intern/apprenticeship positions, mentors/tutors and assist in obtaining supplemental financial and material resources for the IDEA public charter school program. They will also provide support in the areas of marketing and staff development. The remaining openings on the Board of Trustees for the IDEA public charter school will be filled by parents of children enrolled in the IDEA public charter school prior to the 1998-1999 school year.*

(2) *Community and educational representatives, which are also committed to those principles, will likewise be invited to participate as Board members. In addition to providing the assistance above, these members will be asked to assist with field trips visits.*

(3) *Number of Trustees; Manner of Selection; Vacancies; Attendance*

(a) A fifteen-member Board of Trustees will govern the IDEA public charter school and will be the school's legal, accountable entity and have fiduciary responsibility for the school. The IDEA Director/Principal will attend all board meetings in an advisory role. The Director/Principal will not have a vote. Each of the following persons shall occupy automatically a position with the Board of Trustees of the corporation, ex officio with right to vote:

(1) Two (2) parents of students then attending IDEA IDEA public charter school, each of whom shall be elected by the majority vote of those parents, of students then

attending IDEA IDEA public charter school, present and voting at the annual meeting of the corporation.

(2) Eleven (11) at large members, each of whom shall be elected at the Annual Meeting, by the majority vote of the members;

(3) Two (2) members of the faculty of IDEA Public Charter School each of whom shall be elected at-large by the faculty of the IDEA Public Charter School.

(4) The Director of the IDEA Public Charter School will be a non-voting member of the Board and serve ex-officio as secretary of the Board;

(b) The members of the initial Board of Trustees for the IDEA public charter school will be selected by the incorporators and are set forth in Appendix 11 of the charter school application. Four of the initial Trustees will serve a three-year term through the 2001/2002 school year and three will serve a two-year term through the 2000/2001 school year. Elections for the board members will be held at the Annual board meeting. The terms of the board members will be staggered. All board members terms will be for two years thereafter. Each Trustee who is appointed or elected by virtue of holding another position as described above, shall continue as a Trustee of the corporation so long as they hold such other position. Each person who was elected as a Trustee by virtue of being a parent with one or more children attending the IDEA Public Charter School shall automatically be deemed to have resigned and be removed from the Board at any time which at least one child of such person no longer attends IDEA. If a child of a board member graduates from IDEA during the term of the parent, the parent will be allowed to complete his or her term.

(c) A Board vacancy or vacancies shall be deemed to exist if any Trustee dies, resigns, or is removed, or if the authorized number of Trustees is increased. The Board may declare vacant the office of any Trustee who has been convicted of a felony, or has been found to have breached any duty arising under the Washington, DC Nonprofit Public Benefit Corporation Law or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend two (3) or more meetings of the Board of Trustees in any calendar year, without reasonable excuse. A vacancy on the Board shall be filled in the same manner of selection as that used to select the Trustee whose office is vacant, provided that vacancies to be filled by election by Trustees may be filled by a majority of the remaining Trustees, although less than a quorum.

(d) No reduction of the authorized number of Trustees shall have the effect of removing any Trustee before the expiration of the Trustee's term of office.

(e) The members of the Board will select the officers of the Board. The officers will be Chairman, Assistant-Chairman, Secretary and Treasurer. The term of office shall be for one year. In case of dismissal or resignation from the Board or other vacancies on the Board, volunteers will be asked to apply and serve the remainder of the term for that particular Board member. The Board may choose not to reorganize at the time of seating the new board member. Attendance at Board meeting is mandatory. Missing three(3) meeting in a row without reasonable notification to the Secretary will result in immediate dismissal from the Board.

(f) Operation of the Board. The Board will meet at least once a month to discuss the Public Charter School's operation and hear reports/updates from each Board member, consider and

adopt policies and consider requests and concerns from parents, students and teachers. A majority vote of those present at a Board meeting will constitute action by the Board. Meetings of the Board may be held at the principal office of the corporation or at any other place that has been designated in the notice of the meeting or, if there is no notice, by resolution of the Board.

(g) Board Committees. The Board may, by resolution adopted by a majority of the Trustees then in office, provided that a quorum is present, create one or more standing or ad hoc committees, each consisting of at least two (2) members of the Board, to serve at the pleasure of the Board. Appointments to such Board committees shall be by majority vote of the Trustees then in office, and the chairperson of such Board committees shall be appointed by chairman of the Board. Unless otherwise provided in the Bylaws or by the laws of Washington, DC, each committee shall have all of the authority of the board to the extent delegated by the Board, except that no committee, regardless of Board resolution, may:

- (1) Fill vacancies on the Board or on any committee which has the authority of the Board;
- (2) Fix compensation of Trustees for serving on the Board or any committee;
- (3) Amend or repeal Bylaws or adopt new Bylaws;
- (4) Amend or repeal any resolution of the Board, which by its express terms is not so amendable or repealable;
- (5) Appoint committees of the Board or the members thereof;
- (6) Spend corporate funds to support a nominee or applicant for Trustee after there are more people nominated for Trustee than can be elected;
- (7) Approve any action for which the Washington, DC Nonprofit Public Benefit Corporation Law requires the approval of the Board.

(h) Meetings and Action of Board Committees. The Board shall have the power to prescribe the manner in which proceedings of any such board committee shall be conducted. In the absence of any such prescription, the committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the board or such committee shall otherwise provide, meetings and actions of Board committees shall be governed by, held and taken in accordance with, the provisions of the Bylaws, which concern meetings of the Board. Special meetings of committees may also be called by resolution of the Board. Notice of special meetings of Board committees shall be given to any and all alternate members who shall have the right to attend all meetings of the committee. The Board may adopt rules for the government of any Board committee not inconsistent with the provisions of the Bylaws.

(i) Executive Committee. The Board may, by resolution adopted by a majority of the Trustees then in office appoint an Executive Committee composed of no less than five (5) Trustees to act in the name of the Board. The Executive Committee may conduct business in the name of the Trustee provided a quorum of the Executive Committee is present. Appointments or elections to such Board committees shall be by majority vote of the Trustees then in office and the chairperson of such Board committees shall be the chairman of the Board or a Trustee

appointed by chairman of the Board. The Director will serve as the non-voting administrative officer of the Executive Committee. Subject to the restrictions composed by law and by the Bylaws, the Executive Committee shall have the authority to resolve agenda items when the Board delegates an item to the Executive Committee. The Executive Committee shall report all actions it takes to the Board at the Trustee Board's next meeting.

(j) Other Committees. The Director, subject to the limitations imposed by the Board, or the Board may create other committees, either standing or special to serve the Board that do not have the powers of the Board. The Director shall appoint members to serve on such committees, and shall designate the committee chairperson. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

(1) The Director, the chairperson of the committee or a majority of the committee's voting members may call meetings of a committee. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.

(2) Any member of a committee may resign at any time by giving written notice to the chairperson of the committee or to the Director. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The Director may, with prior approval of the Board, remove any appointed member of a committee. The Director, with the Board's approval shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the tenure.

(k) Interpretation of Charter. In any instance in which the provisions of the Bylaws are in conflict with the provisions of the Charter, the provisions of the Bylaws shall control.

4. Fiscal Affairs

a. Budget

Public Charter School Two-Year Operating Budget Worksheet			
DESCRIPTION	Year One: FY18	Year Two: FY19	
REVENUES			
Per Pupil Charter Payments	954,000	1,398,580	
Federal Entitlements	89,750	89,750	
Grants and Donations	0	0	
Loans	0	0	
Other Revenues	0	0	
TOTAL REVENUES	1,043,750	1,488,330	
SALARIES AND BENEFITS:			
Director	70,000	70,000	
Core staff (10)	520,000	520,000	
Teachers (4)	152,000	152,000	
Administrators (1)	36,000	36,000	
Clerical (1)	26,000	26,000	
Custodian - (2 part-time)	0	35,000	
Security - (2 part time)	0	48,000	
Staff Development	8,000	8,000	
Staff Nurse	0	35,000	
SUBTOTALS: (INCLUDES BENEFITS)	\$12,800	\$31,000	
DIRECT STUDENT COSTS:			
Textbooks	18,750	20,000	
Supplies and Materials	12,000	12,000	
Library/Media Center Materials	5,000	5,000	
Computer equipment	10,000	10,000	
Other instructional equipment	6,000	6,000	
Classroom furnishings	5,000	5,000	
Student Assessment Materials	500	500	
Contracted Student Services	0	0	
Marketing and Recruiting	8,000	8,000	
SUBTOTALS:	\$52,250	\$66,500	
OCCUPANCY:			
Rent	0	60,000	
Mortgage	0	0	
Maintenance and Repairs	0	12,000	
Renovation	0	8,000	
Utilities	0	12,000	
Janitorial Supplies	0	2,500	
Equipment Rental & Maintenance	0	1,500	
Contracted Services	0	0	
SUBTOTALS:	0	\$96,000	

Sheet1

OFFICE EXPENSES:							
Supplies and Materials					24,000		24,000
Furnishings					4,000		4,000
Equip Rental and Maintenance					0		0
Telephone/Telecommunications					10,000		10,000
Accounting and Payroll					0		0
Printing and Copying					5,000		5,000
Postage and Shipping					200		200
Other							
SUBTOTALS:					43,200		43,200
GENERAL EXPENSES:							
Insurance					0		47,000
Debt Service					0		0
Transportation					8,000		8,000
Food Service					65,000		65,000
Administration Fee					5,042		5,359
Auto Supplies and Services					15,000		15,000
Consultant Fees					0		0
SUBTOTALS:					88,042		141,359
GRAND TOTALS:					1,413,482		1,278,059
*>>>> Initial Start-up Costs							

Public Charter School Five-Year Estimated Budget Worksheet					
DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	954,000	1,398,560	1,468,488	1,541,912	1,619,008
Federal Entitlements	89,750	89,750	94,238	98,950	103,898
Grants and Donations	10,000	20,000	20,000	20,000	25,000
Loans	0	0	0	0	0
Other Revenues	0	0	0	0	0
TOTAL REVENUES	1,053,750	1,508,310	1,582,726	1,660,862	1,747,906
EXPENSES					
Per Salaries and Benefits	812,000	931,000	977,550	1,028,428	1,077,749
Direct Student Costs	65,250	66,500	68,825	73,318	76,982
Occupancy	0	96,000	100,800	105,840	111,132
Office Expenses	43,200	43,200	45,360	47,828	50,009
General Expenses	93,042	141,358	148,427	155,848	163,640
TOTAL EXPENSES	1,013,492	1,278,058	1,341,962	1,409,054	1,479,512

STUDENT FEES - TUITION

Occasionally tuition fees must be assessed to cover the costs of a student's enrollment in a particular course of study without offsetting local or federal funding. Students expected to pay tuition fees include, but are not limited to nonresident students.

In an effort to assist the student in the payment of tuition costs, the principal shall develop guidelines governing the payment of such fees, to include installment plans.

GUIDELINES GOVERNING STUDENT FEES (TUITION)

General

Tuition fees will be set by the school board annually prior to the fall term.

Specific Guide Lines

1. Tuition may be paid in full, in two (2) payments (by semester), or in eight (8) equal installments. Regardless of the method of payment, the initial payment is due prior to the first day of class. For those students choosing to pay in eight (8) installments, payments subsequent to the initial payment are due on or before the 15th of each succeeding month.
2. Failure to pay tuition costs in timely manner may result in student being required to pay all unpaid costs in full or risk termination of enrollment.
3. Tuition payments are to be made by check or money order, and are to be made out to the "IDEA Charter School" and submitted to the principal or designee.

b. Funding and Fund Raising

b. Funding and Fund Raising

(1) The *current* District's established per pupil allocation is \$6,200.00 and \$7,160.00 for students with special needs. The projected student population for 1998 is 150 of which 25 are expected to have special needs, and in 1999 the projected student population is 220 of which 36 are expected to have special needs. Based on this formula, it is estimated that the school will be entitled \$954,000.00 in 1998, and \$1,398,560.00 in 1999. So long as the IDEA public charter school is not in material breach of the contract or this charter, this funding will be available to the IDEA public charter school *in installments* consistent with the fiscal year, commencing on September 1, 1998 and September 1 of each year thereafter. However, for the *implementation* years of the Charter, the IDEA public charter school *will apply for start-up grants* to be transferred to the IDEA public charter school *public charter school* before the beginning of the school year.

(2) It is anticipated that an additional source of income will be in the form of a Federal Grant via "Carl Perkins" in the amount of \$25,000.00.

(3) Based on past experiences, it is anticipated that additional funds (estimated \$7,500.00) will be received from Business partners and other supporters within the community. Staff members will be tasked to write funding proposals and may be given a commission for writing a proposal that was successful.

(4) *The IDEA public charter school should receive startup for implementation in the amount of \$80,000-\$100,000 for the initial (3) years of the charter.*

(5) Other Grants. Funding sources for capital building expenses and operations are expected to come from grants and solicitations. A series of DC Charter School Coalition meetings have indicated resources for building renovations are available under a Title XII grant from the Department of Education. The IDEA Charter school is in the process of preparing a generic grant proposal to be used for requesting/soliciting funds from foundations associated with technology (i.e. Metropolitan Life, General Motors, Ford, C.S. Mott, etc). Specific and more detailed proposals have been completed for the federal grants (Fund for the improvement of Education[FIE], Technology Innovation Grant, Challenge Grants, Title III, 21st Century Community Learning Center grants, AOL grant, After-before school programs and startup funds to support charter schools). We expect all grants to be completed before 30 May 1998. We have presently received part of our startup grant and a small planning grant through DC Cope.

(6) Fundraising. We have solicited for these funds to support our building operations as well as soliciting our business partners for their support. The IDEA Charter school has prepared unsolicited letters/proposals for distribution to banks, associations, business organizations and other supportive organizations to augment the school's resources. These letters have garnered approximately \$1,000 in additional funds. The school is also being assisted by the FOCUS, COPE and DC Charter school Coalition groups in securing additional funding sources.

(a) Tentative funding events. There is no concrete method of accurately forecasting amounts of income to be generated by fundraisers but the school's fund raising committee has tentatively planned a number of activities and events for this purpose. Following is a list of planned fund raising events:

(1) Golf -- This Pro-Am event, tentatively scheduled for 1 May 98, will consist of well known professional golfers that were invited to Langston golf course to demonstrate their professional skills. Funds will be generated via an admissions fee and via a food concession. There are plans to solicit sponsors to support this event, to include Pepsi, Coke, PEPCO, Metro, Bell Atlantic and many other major Corporations.

(2) Fund Raising Banquet -- This event will consist of a well-known guest speaker, probably General Colin Powell. This function could serve as the IDEA's inaugural celebration of its charter status as a JROTC Career IDEA public charter school public charter school.

(3) Fund Raising Dinner -- There could be several of these events with well-known guest speakers. Michael Jordan, Tiger Woods and Rev. H. Beecher Hicks are among those that have been suggested as speak for this type of activity.

(4) Fund Raising Raffle -- There are plans raffle a new automobile. The specifics of this plan are not determined and will be reviewed by an attorney before implementation.

c. Financial Management

d. Provision for Financial Budget Review

e. Major Contracts

e. Major Contracts

Currently, the exact cost of anticipated services are unknown and there are no existing contracts exceeding \$ 1 0,000.00. However, there may be four expected contract requirements in this category which have been included in the budget. They are (1) Rent, (2) Maintenance and repairs (3) Insurance and (4) Food services. (See Budget - Appendix 6)

Contract Purchasing - The IDEA public charter school retains the right to purchase goods and services through the contracts in effect with the District and its vendors. The IDEA public charter school also reserves the right to obtain competitive bids for goods and services when it is in the best interests of the IDEA public charter school to do so, and to enter into purchasing contracts beyond those in place with the District. Unless purchased from or through the District contractual services and purchases of supplies, materials and equipment shall be procured through a system of competitive bidding, as required by District policy and state law.

Major Contracts Planned - Lunch Program: Depending upon the school site acquired, the IDEA public charter school may want to use the food services program contracted with the Marriott Corporation since one of our partners is J.W. Marriott. These lunches will be provided to the IDEA public charter school's students at the same price charged to other elementary students in the District. The IDEA public charter school shall provide free and reduced priced meals to needy students in accordance with District policy and applicable federal and state law.

f. Insurance

f. Insurance

(1) The IDEA public charter school has obtained an insurance proposal from Waltering Insurance Brokers. The quote was provided for planning purposes only. After committing to a specific school/building, a complete study of the viability and exposures will be conducted prior to obtaining a more accurate proposal. In the interim, the proposal at Appendix 12, offers a total annual premium of \$50,190.00, and is estimated to be 10% to 20% more than the actual proposal

(2) **Civil Liability and Insurance:** - If District insurance is available at a more competitive rate, the following procedure would be used. To the extent permitted by its policies then currently in force, the District will arrange for Comprehensive General Liability, Building and Contents, Blanket Occupational Accident, and Excess Workers Compensation Insurance coverage to extend to the IDEA public charter school's site, Board of Trustees and employees, and school activities. The IDEA public charter school shall pay the District an amount to be agreed upon which is the pro rata share equal to the cost of providing this insurance to all the other buildings on a per pupil operating revenue cost. The IDEA public charter school agrees that it will coordinate all risk management activities through the District's risk management office. This will include the prompt reporting of any and all pending or threatened claims, filing of timely notices of claim, cooperating fully with the District in the defense of any claims and complying with the defense and reimbursement provisions of the District applicable insurance policies. The IDEA public charter school shall neither compromise, settle, negotiate nor otherwise affect any disposition of potential claims asserted against it without the District's prior written approval

5. Human Resources Information and Policies

b. Staffing

c. Volunteers

c. Volunteers

The IDEA public charter school recognizes the value of volunteer participation in local school programs by parents and members of the community. A volunteer is defined as a non-paid person functioning under the sponsorship of the school and the approval of the school administrator. Volunteers shall work within the guidelines established by the school administrator and under the direct supervision of teachers or other members of the school staff designated by the school administrator. Volunteers shall treat school information to which they have access with strict confidentiality, and at no time will volunteers have access to student cumulative records. The IDEA public charter school intends to provide an educational system that serves the needs of the community and the parents and provides parents an unprecedented opportunity for hands-on involvement in the structure and operation of their children's school. Parental support is highly encouraged. *The IDEA public charter school will set an hourly goal of parental and community involvement equal to 10% or more of the total teaching hours budgeted each year. If our total number of yearly teaching hours are 17,000, we hope to have parents and the community provide voluntary participation that numbers 1,700 hours (at a minimum) for the year. This is a combined total for parents, business and community participation.*

d. Professional Development

d. Professional Development for Teachers, Administrators and Other Staff

(1) Consistency of personnel policies.

It is the intent of the Integrated Design Electronics IDEA public charter school (IDEA) Public Charter School to employ only teachers and staff members who are fully qualified to serve as academic and vocational high school teachers within the District of Columbia. The IDEA public charter school is unique in that it employs both certified retired military personnel and qualified civilian teachers to support the students in their academic or vocational endeavors. In many instances the military personnel and civilians are team teachers. All teachers will meet ~~similar~~ professional standards as other certified teachers within the District of Columbia Public School (DCPS) System and ~~similar~~ teacher's licensure established by the DCPS. Team teachers who are working toward full teacher licensure may be certified as a substitute or experiential learning teacher through the DCPS. Substitute teachers will serve as instructors in the absence of the regular teacher.

(2) Standards and staffing plans with mission and goals of the school.

The purpose and thrust of the IDEA public charter school are to provide both academic and non academic Programs for students through personal attention, smaller students to teacher ratios and citizenship and a focus on discipline and teamwork. Combined, this approach will improve PSAT, SAT and ASVAB scores as discussed in chapter II paragraph 1 (b and c) of this plan. It will be the quality and dedication of the faculty to facilitate this goal. To this extent, continuing education of staff personnel will be closely emphasized and monitored by the IDEA public charter school.

(3) Viable student staff ratios.

The student-teacher ratio will significantly less than the current standard used in a public high school setting. The IDEA public charter school will be limited to a maximum student population of 225 students. *The desired ratio is 15 to 1 in the vocational classes and 24 to 1 in the academic classes.* With a finite number of students the IDEA public charter school will have the flexibility to adjust student-teacher to IDEA public charter school standards. (See Appendix 13 for additional details)

(4) High performance standards and standards for teachers and other staff.

Teachers and military instructors of the IDEA public charter school will be selected for employment at the IDEA public charter school based on their professional qualifications in his or her academic discipline, their continuing education enrollment and/or completion and their dedication to the mission and goals of the IDEA public charter school. Teachers and instructors will be periodically evaluated to insure the quality of their instruction to the students

(5) Plans for training and effective utilization of volunteers

Volunteers with demonstrated skills, knowledge and competencies in a given discipline that may benefit students or who can enhance or facilitate learning for IDEA public charter school students

may be invited to address appropriate students. The Director of the IDEA public charter school will make the final decision as to the type of information delivered to IDEA public charter school students. All volunteers will be approved by the Director prior to any interaction with students. Training of volunteers will be conducted based on IDEA public charter school requirements.

(6) Commitment to ongoing professional development of all staff members.

All teachers and instructors will meet all requirements of teacher licensure as required by the DCPS. In addition to the mandated continuing education course, teachers and instructors are encouraged to attend appropriate workshops, conferences and seminars designed to enhance their teaching skills. The IDEA public charter school will afford such teachers and instructors an opportunity and time to attend such endeavors. Military personnel will attend all appropriate courses recommended and approved by the United States Army Cadet Command as part of their continuing education requirements.

(7) Fair compensation and benefit packages.

Because of the uniqueness of the mission and goals of the IDEA public charter school and budgetary constraints on IDEA public charter school resources, monetary compensation of teachers and instructors will not be granted. However, compensatory time for non military staff members may be approved by the director of the IDEA public charter school. It is generally expected that teachers and instructor will be available to students whenever possible to assist them in the learning process. Mentors will avail themselves whenever necessary to support the student(s). Benefit packages will be the *similar* to other teachers in the DCPS system. Military personnel can retain their own military benefit package or seek additional coverage as necessary.

6. Food Services

6. Food Service

(a) An adequate nutrition program is essential to a child's growth and development and influences his achievement in school. In the belief that every school age child should have an adequate lunch, the board will serve free or reduced price lunches to those eligible children. In accordance with federal law and Revised Regulations of the National School Lunch and the Child Nutrition Acts, the board will carry out all statutory requirements, and accepts responsibility for providing free and reduced price meals to children in the schools.

(b) All children will be treated the same regardless of ability to pay. In the operation of child feeding programs, no child will be discriminated against because of race, sex, color, national origin, age, economic status, or disability. Application blanks for Free and Reduced Lunch may be requested from the homeroom teacher, main office or cafeteria. After approval of the application, the student will be issued a meal ticket. The information provided on the application is confidential.

(c) For students wishing to buy a lunch, the price may be paid on a daily basis or meal tickets may be purchased each Monday in the cafeteria. These tickets do not have to be used within a specific time frame. Therefore, if a student is absent, he/she does not lose a meal. Students also have the option of bringing their lunches from home. Milk or juice as well as desserts may be purchased in the cafeteria. Students may not leave school grounds during the lunch period for any reason. (Appendix 14)

7. Facilities

7. Facilities

a. Physical Plant

- (1) *Fiscal Year 1998-99. Based on information from the DCPS facilities office, the IDEA Public Charter School will be housed in Phelps Career Senior High School. The IDEA program currently occupies space at this building. The area meets the requirements of Act 22202(6)(1)*
- (2) *The request for the use of the space at Phelps during FY 98/99 (Appendix 15) has been submitted to Mrs. Suzanne Conrad, Director of Facilities, and was approved. For the FY 99/2000, IDEA public charter school Charters plan to occupy space at the University of District of Columbia(UDC), Charter school hubs, closed school or other leased space.*
- (3) *The IDEA Public Charter school currently occupies 7 class rooms, 7 offices, 1 armory, 1 storage area, and 1 conference/multipurpose room; approximately 12,000 square feet. Another 8,000 square feet is needed for JROTC inclement weather drill, auditorium and cafeteria space. The building meets all fire and other building code requirements.*

b. Financing the Facility

The IDEA has requested use of their existing space and it has been approved. The facility use agreement has yet to be developed for the space. A contract will be developed use which will include space requirements and rent. See Appendix 15-16 for the status of selection.

8. Services to the Public Charter School

B. Services to the Public Charter School

a. DCPS Services to the Public Charter School

The IDEA charter school intends to contract for its *support* services to the fullest extent possible. Any compensation required from DCPS will be negotiated and compensation will be provided from the charter school.

b. Purchase or Lease of a Public School Facility

See Appendix 15-16 for letter support space in the Phelps High School facility.

C. Accountability and Compliance

C. ACCOUNTABILITY AND COMPLIANCE

1. Accountability

a. Personnel Appraisal and Accountability

- In order to benefit the individual child as much as possible, the IDEA public charter school will make every effort to maintain a stable enrollment during the term of the Charter.
- Parents and students will sign a contract promising to honor the code of behavior drawn up for the IDEA Charter IDEA public charter school. This code of behavior, in addition to stipulating standards of conduct, will specify disciplinary measures to be taken in case of misbehavior. Discipline and classroom disruptions will be handled within the classroom. Students and instructors will respect each other and their surroundings. A safe school environment including classroom, hallways, common areas, and playground will be paramount. Corporal punishment will not be used.
- In order to maximize teacher attention to each child, class size will be limited. It is the intent of the Board of Trustees of the IDEA public charter school to hire team teacher to ensure class coverage when teachers are performing duties outside the classroom or in the event of a teacher absence. This will ensure there is no reduced development of the students' academic potential.

b. Accountability for Educational Outcomes

(1) Multi-Year Bench Marks - Academic Goals: (SY 1998-2001) Student graduation rates will be based on those students present in the 9th grade against those still present and graduating from the 12th grade.

- Ensure graduation rates are over 90%.
 - Students progress will be monitored to ensure scheduled movement toward graduation.
 - Students will be intensely mentored.
 - Students will receive increased personal attention.
 - Students will receive tutoring or counseling when necessary.
- Ensure all graduates go to college or into the world of work.
 - Each student's progress will be monitored based on course requirements.
 - Monitor each student's performance and test student early to determine college or direct employment after high school.
- Raise Grade Point Averages(GPA) an average of 5% per year.
 - Monitor each student's progress and intensely mentor and tutor those falling below goal.
 - Provide intensive counseling mentoring sessions with students to ensure they receive assistance as necessary

□ Improve PSAT, SAT and ASVAB test scores between 7-10% each year. Students will be tested and retested based on academic fundamentals until SAT averages are between 800-1000 or higher. The IDEA public charter school will ensure that a 10th grader in SY 1998-1999 will progress from a 700 score to a 900 score by SY 2001-2002.

- 10th grade Score = 700 with 300 minimum in verbal or math scores
- 11th grade Score = 800 with 350 minimum in verbal or math scores
- 12th grade Score = 900 with 400 minimum in verbal or math scores

(2) Process for obtaining baseline data: In the Fall of 1998 the IDEA public charter school's students will be required to take one or more standardized tests (probably the Stanford test) currently used by the DCPS. The IDEA public charter school will then tabulate the median test scores in each subject area, cross-referenced by race/ethnic guidelines and gender. This will establish the baseline for the IDEA public charter school's program. This process will be repeated each Spring. The IDEA public charter school has established a goal of increasing the median scores in all subject areas. The IDEA public charter school's goal is to achieve an average median attainment level of 80% in all subjects for all grade levels. The learning disabled would be exempted from the standards, and standards relevant to individual situations would be adopted in their place. Information the student's records will also be used to develop a detailed database file for each student.

(3) Method of measuring student and overall student performance: Students performance will be measured against successes in academic achievement resulting in higher test scores, while producing less dropouts, and absenteeism by the end of the school year. School performance targets will be set, based upon results from the Stanford 9. By the end of the school year 1998 - 1999, the IDEA public charter school will implement instructional strategies to improve students achievement as measured by increasing verbal SAT scores by 30 points, increasing Math scores by 35 points, and increasing pass rate for 9th graders by 10 percent, gathering baseline data on eligibility for grades 9-12, attaining an 85% on the Stanford 9, and attaining an excellent ranking on passing all functional tests by grade 11.

(4) The District of Columbia Public School is becoming a standards-based school system. The IDEA public charter school will be held to higher standards of achievement while the principal, teachers, support staff—will be held to a standard of performance that is connected to helping students achieve. Contents of the standard base curriculum will describe what students should know and be able to do in core subject areas, and will guide the instructional program for all students. Grade-by-grade and course expectations will move students toward the achievement of the standards. Student achievement in reading and mathematics will be baseline data and an indicator of improvements to student performance. The IDEA public charter school aims to have all students performing at least the proficient level in reading and mathematics at grade levels. Teachers will integrate reading and writing across their content areas. All teachers will help students improve their comprehension skills, their vocabulary, and their fluency in writing.

c. **Audits**

Audit procedures for the IDEA public charter school will be determined by the District of Columbia Board of Education. Documents will be available for review at anytime using the same timelines as all other schools in the District. The IDEA public charter school will follow all established procedures in maintaining regulatory requirements set forth in the administration and operation of its' school curriculum.

d. **Accountability and Public Reporting**

Progress Reports - The IDEA public charter school shall develop with the cooperation of the district, the types of reports the district would like from the IDEA public charter school. These written reports will concern its operations, financial or otherwise, including, without limitation, progress made toward its educational goals and objectives, policy development issues, student attendance and student discipline information, and personnel matters. If it is the School Board's pleasure, a spokesperson from the IDEA public charter school will be happy to update the Board at its monthly business meetings.

2. **Compliance with District and Federal Regulations**

a. **Average Daily Attendance(ADA) average Daily Membership(ADM):** Off-the-shelf software will be adapted and used to develop a attendance database. Presently Teachers Toolbox software is being used by the IDEA program and could be adapted for use in the entire school. See Appendix 2.

b. **Civil Rights: Commitment to Nondiscrimination** - The IDEA public charter school shall comply with all applicable federal, state, and local laws, rules and regulations, including, without limitation, the constitutional provisions prohibiting discrimination on the basis of disability, age, race, creed, color, gender, national origin, religion or ancestry. **Equal Opportunity Employer** - The IDEA public charter school affirms that it shall not discriminate against any employee on the basis of race, creed, color, gender, national origin, religion, ancestry, age or disability in its recruitment, selection, training, utilization, termination or other employment-related activities. **Accountability** - The IDEA public charter school shall operate under the auspices of the Board of Education chartering and be accountable to its applicable charter authority unless specifically waived.

The IDEA public charter school shall operate in compliance with all District policies and regulations and all applicable federal, state and local laws, rules, and regulations, unless specifically waived. Waivers from specific District policies or regulations and state law may be requested by the IDEA public charter school by submitting such a request, in writing, to the District's Superintendent. The request shall include the reasons why the IDEA public charter school is in need of or desires the waiver. The Superintendent shall have ten (10) school days to review the request and, thereafter, will present the matter before the School Board at its next regular meeting. Waivers of District policies and regulations may be granted only to the extent permitted by state law. In the event the District policy or regulations from which the IDEA public charter school is requesting a waiver be required by state law, the District agrees to jointly request such a waiver from the State Board.

c. **Compulsory Attendance Laws:** See Appendix 2.

d. **Health, Safety and Immunizations.**

1) The Integrated Design Electronics IDEA public charter school (IDEA) Public Charter School will operate and comply with all local and federal regulations governing the health, safety and immunizations of students and staff personnel of the school. Records of all necessary immunizations for students and health records of staff personnel will be maintained and reviewed annually for compliance. The records will reviewed annually. In addition to immunizations, vision and hearing tests will be conducted on an annual basis. All staff personnel will be trained in first-aid and at least one staff member trained in first-aid will be on duty at all times during the class day. The first-aid station will be kept clean and free of vermin and will meet all published fire codes and Police regulation (s). The IDEA public charter school will meet all housing code standards.

2) The IDEA public charter school will regularly conduct practice drills
Security will be provided by contract protective services.

e. **Immunization of Students:** See d. above

f. **Individuals with Disabilities Education Act, Subchapter B. (20 U.S.C.141 et seq.) and Section 504 of the rehabilitation Act of 1973.**

1) Individuals meeting the residency requirements of the District of Columbia and admissions standards established by the IDEA public charter school will be denied enrollment due to a handicap or disability. Students accepted by the IDEA public charter school will be afforded the opportunity to participate in all IDEA public charter school activities regardless of race, creed, color or physical disabilities.

2) Whenever possible, the IDEA public charter school will provide special equipment and facilities for those students requiring such

g. **Nonresident Tuition.**

1) The legal residence of students under the age of eighteen (18) attending IDEA will be determined by the legal residence of the parent(s) or legal guardian. Students meeting the residency requirements of the District of Columbia will not be charged any tuition to attend the IDEA public charter school.

2) Nonresidents will be required to pay tuition in accordance with the District of Columbia Municipal Regulation governing payment of Non-Resident Tuition. (Also see Appendix 10)

h. Records Management and Dissemination:

1) The student records will be maintained by the registrar in locked file cabinets. At a minimum, counselors and teachers will have controlled access to the records. Non-school personnel must show identification and written consent from the parent/guardian before being allowed to look at a student's record. A parent or guardian may officially request in writing, the release of information housed in a student's record. In the event of a transfer, parents or guardians must sign out the student's record in person.

2) The records will be maintained on a database as well in the hard copy form. All records will be updated and maintained under District standards. Records on the database and hard copy will be reconciled prior to any student's transfer from the IDEA. Records received from other schools will be reviewed by the counselors to ensure each student has the proper prerequisites for enrollment in IDEA.

i. Safety

1) The IDEA public charter school will meet all housing, fire codes and occupancy requirements established by the Consumer and Regulatory Affairs Office of the District of Columbia.

2) Handicap ramps, fire activated sprinkler systems and fire and exit doors will be installed and meet fire code standards.

3) Contract Security Guards, with metal detectors, will be on duty during normal school hours.

4) Fire and smoke detectors will be installed at appropriate locations throughout the building

5) Handicap ramps will be installed

6) Large Fire Exit signs will be installed and placed over all exit doors.

7) Janitorial services will be provided to insure the safety of stairwells and hallways.

8) Back up heating units will be identified and placed on contract, if an emergency arises.

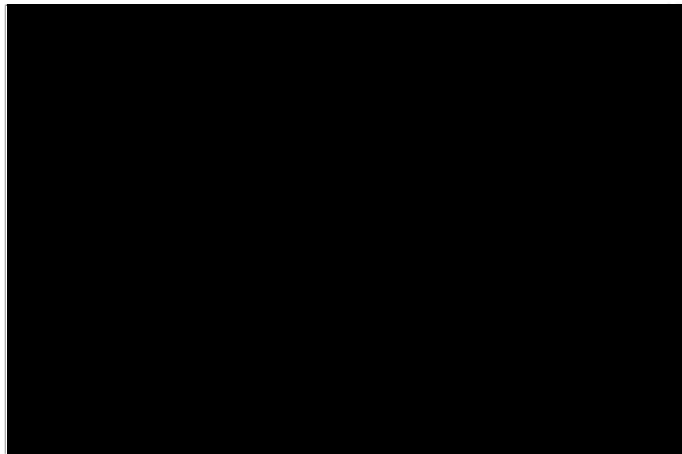
j. Transportation: The IDEA program is presently housed in Phelps High School. It has sufficient commercial transportation arteries to allow students to arrive at school on time. The other proposed site for the charter school has sufficient transportation networks as well. The IDEA charter school will contract with DCPS, military installations and other commercial activities to ensure students have transportation to outside of classroom activities. Parental permission will be obtained prior to transporting students.

k. **Other:** Improving America's School Act(LASA) Title I: As the IDEA Charter School IDEA public charter school expects to receive Title I resources to support students in ' its school, it will abide by the procedures contained within the Improving America's School Act.

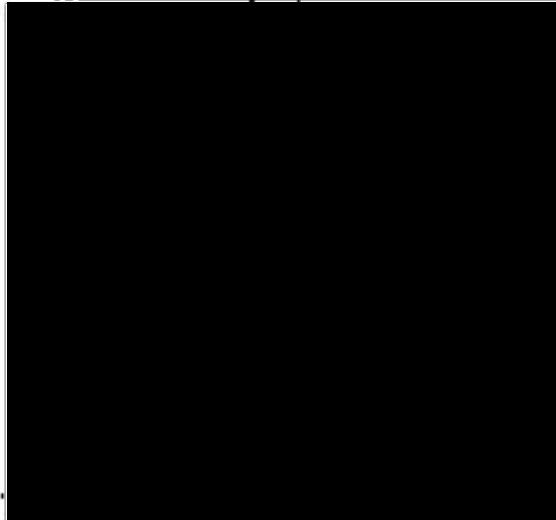
NINTH: The number of Directors constituting the initial Board of Directors is three (3) and the names and addresses, including street number of the persons who are to serve as Directors until the first annual meeting or until their successors be elected and qualified are:



TENTH: The name and address, including street and number of each incorporator is:



Date: October 8, 1997.



8 day of October 1997.

notary

environment. Employers are reporting difficulties in finding qualified entry level job applicants, while at the same time unemployment in the inner city is exceeding 30 percent. The average income of student's parents in the majority of the Wards, is between \$22,000-\$24,000, which is poverty level. If fewer students drop out of school, and more students graduate and more gain employment in attractive career fields and remain in Washington, DC, they will help to provide a firmer tax base for the city.

The mission of the Integrated Design Electronics IDEA public charter school (IDEA) charter school is to develop young people with the academic, social, leadership and occupational skills to compete successfully in post secondary education/training and enter challenging careers in the technical fields of work. We wish to prepare our students for the competitive high-tech careers now required in the 21st century. The school will develop students who will not only have improved test and aptitude scores but will work more cohesively as team members. This will be achieved through a unique learning environment and enhanced career opportunities that include effective integration of academic and technological career training in electronics and engineering design and the leadership skills training of the military Junior Reserve Officer Training Corps (JROTC) programs. Students will graduate, go on to college or obtain employment in a needed career in the Washington, DC area.

The Integrated Design Electronics Career IDEA public charter school Charter High School will develop in students:

- ❑ A solid foundation in the basic and advanced academic skills, workplace competencies and personal qualities that are prerequisite to post-secondary education and training, initial employment, links to apprenticeship programs and careers in a technical field;
- ❑ An understanding of a range of occupations from which they can form appropriate career plans;
- ❑ The self-discipline, leadership and citizenship skills that are the core of the JROTC program.

The IDEA public charter school graduates have high graduation rates-100% of seniors in SY95 - 97 graduated.

One hundred per cent went to college, the military or are currently in the workforce. IDEA public charter school seniors received five of nine scholarship awards to Phelps High School students in SY 95-97. IDEA public charter school students represented 50% of students on the Phelps Principal's Honor Roll (3.5 - 4.0 GPA) in SY 95-96. Five IDEA public charter school students were selected for the National Honor Society (SY 95 - 97). These were the only students presently in the Honor Society. IDEA public charter school students have 20 % fewer days of absenteeism and fewer disciplinary problems than students in the remaining Phelps High school population. We feel must continue these successes by being approved as the IDEA charter school.

The proposed charter school will continue its present academic focus on the occupational cluster of engineering design (includes drafting and computer-aided design), electronics (includes communication and digital electronics, residential/industrial wiring/electronics), and engineering systems (includes fluid power technology and computer-aided manufacturing). It will offer a four

design. The evaluation system will be developed and refined as the school becomes operational. In limited situations, the IDEA public charter school may employ qualified non-certified personnel to fill special needs of the school. It is the intent of the IDEA public charter school to consider certified personnel first. All persons who perform services for the IDEA public charter school shall be considered "at-will" employees or volunteers of the District itself. The IDEA public charter school shall select its personnel directly without prior authorization from the District, subject to compliance with all federal and state rules and regulations, including, without limitation, requirements concerning the recruitment of applicants and the use of background and criminal checks, unless a specific waiver is obtained from the State Board or other proper authority. The IDEA public charter school's Board of Trustees will hire or terminate all staff personnel. The IDEA charter school shall be responsible for its own personnel matters. The IDEA public charter school will employ, administer and determine the qualifications and duties of the position while employing a qualified professional staff. The IDEA public charter school will establish its own standards consistent with Federal and District laws and regulations and within these guidelines will determine its own causes for dismissal.

Efforts are underway to ensure sufficient space is retained within the Phelps High School structure for the establishment of the charter school. The Phelps Career IDEA public charter school currently occupies the basement of the school, has four classrooms in the north wing of the school and areas used for supplies and equipment. Phelps has already received Fire Marshall approval and the appropriate permits for school use. If the existing space cannot be negotiated, we seek the Board of Education assistance in allowing our school to use the recently closed Richardson Elementary School. Our search committee will seek space in other public buildings, including federal agencies and private businesses, however the committee has identified Richardson as its priority option for a charter school. The search committee will continue to review space requirements as the school enrollment grows.

CONCLUSION

Junior Reserve Officer Training Corps(JROTC) academies are unique in the nation because of their sponsorship, career focus and leadership and teamwork focus provided through JROTC program. These programs are mandated to make a difference in the lives of inner-city youth through creative and innovative educational initiatives. It also provides for team teaching using military instructors working in concert with a certified public school teacher. The IDEA public charter school will capitalize on successes and lessons learned from the JROTC IDEA public charter school experience and replicate them within the charter school. The school will continue to use a curriculum which reflects the needs of the business community but reflects current and innovative techniques using in and outside classroom experiences. As our program is the only one of its kind in the city, we expect our charter school will also be one of a kind. Through hard work, school support, military collaboration and the support of parents and the business community, we have already begun to see this vision become a reality.

1. Mission and Goals Statement

- Improve student citizenship. JROTC will focus on student discipline, citizenship and teamwork through repetitive team building exercises and performance tests. They will also be highly involved in community activities where civic issues and current events affecting the community are discussed.
- Integrate learning and work experience by focussing on experiential, hands-on work related experiences. It will motivate youth to continue their education, provide authentic job experience, which will lead to profitable, high tech-careers.
- Incorporates youth development activities (e.g. JROTC leadership, teamwork activities, field trips, opportunities for earning and service within the community).
- Receive more than a High School diploma (e.g. advanced standing in college, a resume of work experiences, contacts with employers and other credentials showing work experience).

successor is appointed, unless the member sooner resigns or is removed from the committee.

b. The Director, the chairperson of the committee or a majority of the committee's voting members may call meetings of a committee. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.

c. Any member of a committee may resign at any time by giving written notice to the chairperson of the committee or to the Director/. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The Director/ may, with prior approval of the Board, remove any appointed member of a committee. The Director/, with the Board's approval shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the tenure.

ARTICLE 7

SELF-DEALING TRANSACTIONS

Section 7.1 Definition

Self-dealing transaction means a transaction to which the corporation is a party and in which one or more of the Trustees ("interested Trustee(s)") has a material financial interest. Notwithstanding this definition of self-dealing transaction, the following transactions are not self-dealing transactions, and are subject to the Board's general standard of care.

a. An action by the Board forming the compensation of a Trustee as a Trustee or officer of the corporation;

b. A transaction which is part of a public or charitable program of the corporation if the transaction is (1) approved or authorized by the corporation in good faith and without unjustified favoritism, and (2) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program;

c. A transaction of which the interested Trustees have no actual knowledge, and which does not exceed the lesser of one percent (1%) of the corporation's gross receipts for the fiscal year immediately preceding the year in which such transaction occurs or One Hundred Thousand Dollars (\$100,000)

Section 7.2 Action of the Board

If the transaction appears to be a self-dealing transaction, the interested Trustee must demonstrate the following in order to sustain the validity of the transaction:

a. That, prior to consummating the transaction or any part thereof the Board authorized or approved the transaction in good faith by vote of a majority of the Trustees then in office excluding the vote of the interested Trustee(s) and with knowledge of the material facts concerning the transaction and the interested Trustee's interest in it. Action by a committee of the Board will not satisfy this requirement;

b. That either:

(1) Prior to authorizing or approving the transaction, the Board considered and in good faith determined after reasonable investigation that the corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances; or

(2) The corporation in fact could not have obtained a more advantageous arrangement with reasonable effort under the circumstances.

c. That the corporation entered into the transaction for its own benefit; and

d. That the transaction was fair and reasonable as to the corporation at the time the corporation entered the transaction.

Section 7.3 Interested Trustee's Vote

In determining whether the Board validly met to authorize or approve a self-dealing transaction, interested Trustees may be counted to determine the presence of a quorum, but an interested Trustee's vote may not be counted toward the required majority for such authorization, approval or ratification.

Section 7.4 Committee Approval

A Board committee may approve a self-dealing transaction in a manner consistent with the standards prescribed for approval by the Board if it was not reasonably practical to obtain approval of the Board prior to entering into the transaction, the Board determines in good faith that the committee met the same requirements the Board would have had to meet in approving the transaction; and the Board ratifies the transaction at its next meeting by a vote of a majority of the Trustees then in office, excluding the vote of the interested Trustee(s).

extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 5. 10 Chief Financial Officer (Treasurer)

a. The Chief Financial Officer of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Trustee.

b. The Chief Financial Officer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as may be designated from time to time by the Board. The Chief Financial Officer shall disburse the funds of the corporation as may be ordered by the Board, and shall render to the Director and Trustees, upon request, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation. The Chief Financial Officer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Chief Financial Officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board. Notwithstanding anything to the contrary contained herein, the funds of the corporation shall be held in one or more interest bearing accounts at a government insured financial institution on behalf of the corporation and shall be disbursed upon the direction of the Chief Financial Officer of the corporation.

COMMITTEES

Section 6.1 Board Committees

The Board may, by resolution adopted by a majority of the Trustees then in office, provided that a quorum is present, create one or more standing or ad hoc committees, each consisting of at least two (2) members of the Board, to serve at the pleasure of the Board. Appointments to such Board committees shall be by majority vote of the Trustees then in office, and the chairperson of such Board committees shall be appointed by the chairman of the Board. Unless otherwise provided in these Bylaws or by the laws of Washington, DC, each committee shall have all of the authority of the board to the extent delegated by the Board, except that no committee, regardless of Board resolution, may:

- a. Fill vacancies on the Board or on any committee which has the authority of the Board;
- b. Fix compensation of Trustees for serving on the Board or any committee;
- c. Amend or repeal Bylaws or adopt new Bylaws,

d. Amend or repeal any resolution of the Board, which by its express terms is not so amendable or repealable;

e. Appoint committees of the Board or the members thereof;

f. Spend corporate funds to support a nominee or applicant for Trustee after there are more people nominated for Trustee than can be elected;

g. Approve any action for which the Washington, DC Nonprofit Public Benefit Corporation Law requires the approval of the Board.

Section 6.2 Meetings and Action of Board Committees

The Board shall have the power to prescribe the manner in which proceedings of any such board committee shall be conducted. In the absence of any such prescription, the committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the board or such committee shall otherwise provide, meetings and actions of Board committees shall be governed by, held and taken in accordance with, the provisions of these Bylaws, which concern meetings of the Board. Special meetings of committees may also be called by resolution of the Board. Notice of special meetings of Board committees shall be given to any and all alternate members who shall have the right to attend all meetings of the committee. The Board may adopt rules for the government of any Board committee not inconsistent with the provisions of these Bylaws.

Section 6.3 Executive Committee

The Board may, by resolution adopted by a majority of the Trustees then in office, appoint an Executive Committee composed of no less than five (5) Trustees to act in the name of the Board. The Executive Committee may conduct business in the name of the Trustees provided a quorum of the Executive Committee is present. The chairperson of such Executive Committee shall be the chairman of the Board. The Director will serve as the non-voting administrative officer of the Executive Committee. Subject to the restrictions composed by law and by the Bylaws, the Executive Committee shall have the authority to resolve agenda items when the Board delegates an item to the Executive Committee. The Executive Committee shall report all actions it takes to the Board at the Trustee Board's next meeting.

Section 6.4 Other Committees

a. The Director, subject to the limitations imposed by the Board, or the Board may create other committees, either standing or special to serve the Board that do not have the powers of the Board. The Director shall appoint members to serve on such committees, and shall designate the committee chairperson. Each member of a committee shall continue as such until the next annual election of officers and until his or her

C. Accountability and Compliance

D. Documentation

III. Forms

IV. Assurance Forms

V. Glossary

VI. Endorsement Form

APPENDICES

1. Curriculum

2. Attendance Policy

3. Articles of Incorporation

4. IDEA By-Laws

5. IDEA Founding Group (Vitaes, Resumes)

6. A. Budget - Two-Year School (Includes One-Year Budget & Startup Costs)

7. Budget - Five-Year Projection

8. Organization Charts

9. Human Resource Rules and Policies (Code of Conduct, etc)

10. Admission Requirements

11. Board of Trustee Members

12. Insurance

- b. The procedures as described in this section are intended as an establishment of a standard by which the principal must deal with a non-minor violation of Student Standards of Conduct.
- c. A principal shall be responsible for handling a student violation when one or more of the following conditions are present:
 - (i) the student violation of conduct has become too serious for the classroom teacher;
 - (ii) the misconduct is a non-minor violation of the Student Standards of Conduct;
 - (iii) The principal desires to become involved in managing the student violation of conduct; or
 - (iv) The classroom teacher requests verbally or in writing that the principal become involved.
- d. A principal shall be responsible for conducting and/or supervising a thorough investigation of any alleged student violation involving-(1) drug related crimes or (2) violent criminal conduct, so that the principal will be able to present a comprehensive report on such matter to any or all of the following: the law enforcement officers investigating the matter, the District of Columbia Attorney's Office, the Juvenile and Domestic Relations District Court, the Long-term Suspension/Expulsion Panel, the principal and/or the school board

2. Investigative Stage. In cases where the principal shall be responsible for handling or investigating a student violation, the responsibilities of the principal during the investigation stage are as follows:

- a. The principal shall conduct an investigation of the violation in order to establish related facts considered to be appropriate.
- b. In circumstances involving alleged illegal acts, law enforcement officials shall be permitted to question students while they are under the authority of the school provided that:
 - (i) the student's parent or guardian has been called and is provided with the opportunity to be present;
 - (ii) the student is willing to talk to the law enforcement officials;
 - (iii) in case the parent cannot be contacted or is unwilling to attend, a probation officer of the juvenile court shall be present;
 - (iv) the interrogation takes place in a school; and
 - (v) a school administrator is present.

c. School personnel shall interview witnesses of the alleged violation.

3. Adjudicative Stage. In cases where a principal shall be responsible for handling a student violation, the responsibilities of the principal during the adjudication stage are as follows

handled so as to establish and maintain consistency. In the case of teachers, using a specific plan of action agreed upon by the faculty and administration is essential. Exceptions to consistent enforcement of consequences for misbehavior occasionally need to be made. Exceptions to routine enforcement procedures, however, should be made on a consistent basis.

5. Communication of Code of Student Conduct to Parents and Students. A copy of the Code of Student Conduct (or other appropriate document, which details and explains the expectations and consequences identified in Code) shall be made available to every parent and every student at the beginning of the school year or upon registration for those students who enroll thereafter. Signatures from a parent and from the student (9-12) shall be required on an appropriate form which indicates receipt of a copy of the Code, the signee having read the Code and the signee accepting the responsibility of abiding by the Code. The assistance of parents (or guardians) in this regard is by the Academy.
6. Responsibility of Parents. The Academy requires parents (or guardians) to work in partnership with school administrators to maintain a safe and orderly school environment. (Refer to the notice to parents for further details.) Teachers and administrators cannot be expected to provide all necessary guidance to all students. The parent's role in appropriate student behavior is essential. Parents shall be required to attend conferences involving certain offenses. Parents or guardians of a child shall be notified of all non-minor disciplinary actions taken by school officials against their child.
7. Zero Tolerance of violent Criminal Conduct or Drug Related Crimes. This code of Student Conduct provides that whenever a student engages in violent criminal conduct or drug related crimes, (a) action will be taken by the school system, (b) the student will be removed from the regular classroom setting; (c) the appropriate law enforcement officials will be contacted; and (d) the official position of the school system is that such crimes will be prosecuted.

B. Student Standards of Conduct

It shall be the responsibility of all students to uphold and maintain specific standards of conduct. It is through these standards that clearly identified responsibilities have been established for Academy students. These standards, as well as any standards established by the district, are in effect at any time that students are on school property, on the way to and from school, or while under the supervision of school authority, laws, or rules and regulations of the District of Columbia School Board or individual school. Students are placed on their own to adhere to these standards with an understanding that any violation is subject to corrective action.

A student who acts as an accessory or accomplice to another in violation of any provision of the Student Code of Conduct will be subject to the same punishment as the student who is guilty of the violation.

Three categories of conduct are addressed in these standards of conduct: (1) conduct violating General Standards of Conduct for Students (including nonviolent criminal conduct); (2) conduct involving tobacco, alcohol or drugs; and (3) violent criminal conduct. The following acts violate the Code of Student Conduct:

1. Conduct violating General Standards of Conduct for Students (including nonviolent criminal conduct), while on school property, to or from school or at a school-sponsored activity, includes, but is not limited to, the following.
 - a. making any threats against school personnel or other students;
 - b. taking or attempting to take another's property under duress or by any other nonviolent but unlawful means;
 - c. interfering with the orderly process of instruction [The following are examples and are not an exclusive list: continual talking after being asked to cease, throwing spitwads, use of unauthorized tape players or radios or electronic games, gambling, display of pornographic material or obscene literature.];
 - d. failing to comply immediately and fully with the directions of a teacher or other school employee;
 - e. using profanity, abusive language, or offensive or derogatory language or gestures based on a person's disability, race, national origin, sex, age, ancestry or marital status;
 - f. intentionally or recklessly damaging, defacing, destroying or tampering with the property of others, including school property;
 - g. entering upon any school property at night without authorized consent for any purpose other than to attend a school-sponsored meeting or school activity;
 - h. entering or remaining upon school property after being directed by school personnel to leave or stay off such property;
 - i. cheating on school work;
 - j. dressing in a manner that is distracting to other students or that interferes with the orderly process of instruction [The following are examples and are not an exclusive list: halters, tank or tube tops, bare midriffs, clothing with offensive or sexually suggestive wording or pictures, etc.];
 - k. failing to wear shoes, shirts or top garments, pants or bottom garments at all times;
 - l. interfering with the orderly transportation of pupils on a school bus [The following are examples and are not an exclusive list: sticking heads and arms out of windows, throwing items from windows, throwing items within the bus, fighting, distracting the bus driver, etc.];
 - m. cutting class and/or leaving the school campus during the school day without authorization of school personnel;
 - n. lying to school personnel concerning school related matters;

- o. using or possessing a beeper or having a cellular telephone or similar communications device on one's person while on school property. [All such communications devices shall be confiscated.]
 - p. engaging in any form of sexual misconduct or sexual harassment (any sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature including, but not limited to, inappropriate comments, expressions, gestures or touching). NOTE: Any student who believes that he or she is a victim of sexual harassment should report such immediately to the building principal or assistant principal. This report can be oral or in writing. If that is not possible, the report should be made to the school board and or parent;
 - q. using the computer or other technology resources of the school improperly, including, but not limited to, causing damage to equipment, causing loss of or alteration to programs or data, unauthorized or inappropriate use of equipment, and making illegal or unauthorized copies of data or programs;
 - r. violating any law, including criminal and traffic offenses committed on school property or at a school-sponsored activity, which is not otherwise specifically set forth in this Code of Student Conduct;
 - s. violating any policy of the school board or rule or regulation duly adopted by the Academy pertaining to student behavior; and
 - t. conspiring or attempting to do any of the foregoing.
2. Conduct involving tobacco, alcohol or drugs, while on school property, to or from school or at a school-sponsored activity, including:
- a. the possession, distribution, sale, purchase and/or use of alcohol, marijuana, a controlled substance, imitation controlled substance, an anabolic steroid or other restricted substance [Note: Offenses pertaining to controlled substance or an imitation controlled substance shall be referred to herein as "drug related crimes" (refer to specific consequences for controlled substance offenses). Tobacco, alcohol, marijuana, anabolic steroids and "other restricted substances" are not classified as controlled substances. Consequences for offenses involving these substances are stated in Tobacco Possession or Alcohol, Marijuana, or Restricted Substances Possession or Use. The term "other restricted substance" includes a substance, which cannot be properly classified as alcohol, marijuana, a controlled substance, an imitation controlled substance, an anabolic steroid or tobacco. It includes all inhalants, which can affect someone's mental processes and includes both prescription and non-prescription drugs if they are not taken according to the prescription or directions on the package. The term "restricted substance" also includes anything that student represents to be restricted substance or which a student believes is restricted substance.];
 - b. the possession, distribution, sale, purchase and/or use of tobacco;
 - c. conspiring or attempting to do any of the foregoing;

- o. using or possessing a beeper or having a cellular telephone or similar communications device on one's person while on school property. [All such communications devices shall be confiscated.]
- p. engaging in any form of sexual misconduct or sexual harassment (any sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature including, but not limited to, inappropriate comments, expressions, gestures or touching). NOTE: Any student who believes that he or she is a victim of sexual harassment should report such immediately to the building principal or assistant principal. This report can be oral or in writing. If that is not possible, the report should be made to the school board and or parent;
- q. using the computer or other technology resources of the school improperly, including, but not limited to, causing damage to equipment, causing loss of or alteration to programs or data, unauthorized or inappropriate use of equipment, and making illegal or unauthorized copies of data or programs;
- r. violating any law, including criminal and traffic offenses committed on school property or at a school-sponsored activity, which is not otherwise specifically set forth in this Code of Student Conduct;
- s. violating any policy of the school board or rule or regulation duly adopted by the Academy pertaining to student behavior; and
- t. conspiring or attempting to do any of the foregoing.

2. Conduct involving tobacco, alcohol or drugs, while on school property, to or from school or at a school-sponsored activity, including:

- a. the possession, distribution, sale, purchase and/or use of alcohol, marijuana, a controlled substance, imitation controlled substance, an anabolic steroid or other restricted substance (Note: Offenses pertaining to controlled substance or an imitation controlled substance shall be referred to herein as "drug related crimes" (refer to specific consequences for controlled substance offenses). Tobacco, alcohol, marijuana, anabolic steroids and "other restricted substances" are not classified as controlled substances. Consequences for offenses involving these substances are stated in Tobacco Possession or Alcohol, Marijuana, or Restricted Substances Possession or Use. The term "other restricted substance" includes a substance, which cannot be properly classified as alcohol, marijuana, a controlled substance, an imitation controlled substance, an anabolic steroid or tobacco. It includes all inhalants, which can affect someone's mental processes and includes both prescription and non-prescription drugs if they are not taken according to the prescription or directions on the package. The term "restricted substance" also includes anything that student represents to be restricted substance or which a student believes is restricted substance.);
- b. the possession, distribution, sale, purchase and/or use of tobacco;
- c. conspiring or attempting to do any of the foregoing;

- d. being under the influence of alcohol, marijuana, a controlled substance, an imitation controlled substance, an anabolic steroid and/or of a restricted substance;
- e. Possession, use, sale or purchase of drug paraphernalia

All such substances and drug paraphernalia shall be confiscated.

3. Violent criminal conduct, while on school property, to or from school, or at a school-sponsored activity, including:

- a. attempting to kill, shoot, stab, cut, wound, otherwise physically injure or batter another person;
- b. killing, shooting, stabbing, cutting, wounding, otherwise physically injuring or battering any person;
- c. acting in a manner so as to create in the mind of another person a reasonable fear that such person will be killed, shot, stabbed, cut, wounded or physically injured;
- d. mutual combat (fighting) [If it can be determined that one student was the aggressor and that another student was acting solely in the defense of self or others from immediate and otherwise unavoidable physical injury, it would be permissible to punish only the aggressor. Otherwise, any students will be punished for engaging in violent conduct. Accordingly, it is necessary for any student to immediately retreat, if possible, from any use or threat of force.];
- e. abduction, arson, criminal sexual assault, extortion, robbery, or any other crime involving physical injury, a substantial risk of physical injury or threats of physical injury, which crime would constitute a class 1 misdemeanor or a felony if committed by an adult,
- f. attempting to commit any of the offenses listed in (e);
- g. possession or use of any pistol, shotgun, rifle or any other type of firearm, any dirk, bowie knife, switchblade knife, razor, slingshot, brass or metal knuckles, blackjacks or any other type of weapon, any bomb, or any other type of explosive device and any other type of dangerous articles including any item used or carried with the intent to cause injury. [Any weapon, explosive device or dangerous article found in a vehicle while on school property shall be confiscated. Any weapon, explosive device or dangerous article possessed in violation of this policy shall be forfeited to the District of Columbia]; and
- h. conspiring to commit any of the offenses listed in (a) through (g).

C. Disciplinary Actions for Violations of Standards of Conduct

1. Span of Coverage

- a. These procedures are not intended to eliminate the responsibility of a classroom teacher in managing minor classroom violations of discipline.

- b. The procedures as described in this section are intended as an establishment of a standard by which the principal must deal with a non-minor violation of Student Standards of Conduct.
- c. A principal shall be responsible for handling a student violation when one or more of the following conditions are present:
 - (i) the student violation of conduct has become too serious for the classroom teacher,
 - (ii) the misconduct is a non-minor violation of the Student Standards of Conduct,
 - (iii) The principal desires to become involved in managing the student violation of conduct; or
 - (iv) The classroom teacher requests verbally or in writing that the principal become involved.
- d. A principal shall be responsible for conducting and/or supervising a thorough investigation of any alleged student violation involving-(1) drug related crimes or (2) violent criminal conduct, so that the principal will be able to present a comprehensive report on such matter to any or all of the following: the law enforcement officers investigating the matter, the District of Columbia Attorney's Office, the Juvenile and Domestic Relations District Court, the Long-term Suspension/Expulsion Panel, the principal and/or the school board.

2. Investigative Stage. In cases where the principal shall be responsible for handling or investigating a student violation, the responsibilities of the principal during the investigation stage are as follows:

- a. The principal shall conduct an investigation of the violation in order to establish related facts considered to be appropriate.
- b. In circumstances involving alleged illegal acts, law enforcement officials shall be permitted to question students while they are under the authority of the school provided that:
 - (i) the student's parent or guardian has been called and is provided with the opportunity to be present;
 - (ii) the student is willing to talk to the law enforcement officials;
 - (iii) in case the parent cannot be contacted or is unwilling to attend, a probation officer of the juvenile court shall be present;
 - (iv) the interrogation takes place in a school; and
 - (v) a school administrator is present.
- c. School personnel shall interview witnesses of the alleged violation.

3. Adjudicative Stage. In cases where a principal shall be responsible for handling a student violation, the responsibilities of the principal during the adjudication stage are as follows:

- a. A student alleged to have committed a violation of the Standards of Conduct shall be provided with a hearing in the principal's office in order to present his case.
- b. Either party may secure witnesses of the alleged violation if considered necessary or appropriate by the principal
- c. The principal shall base his or her decision of the alleged violation on the evidence obtained during the investigation and/or presented during the hearing.
- d. At the conclusion of the hearing, the student shall be informed of the principal's finding and decision of any punishment to be assessed.

4. Types of Disciplinary action. When a violation of Student Standards of Conduct has been substantiated, the principal, in the exercise of sound discretion may utilize any one or more of the following types of disciplinary action for enforcement. This listing is general in nature and not intended to exclude the use of other more appropriate forms of punishment as indicated by the circumstance of the offense:

- a. Counseling and/or Warning. Talking with a student, pointing out violations in conduct and setting forth the model of correct behavior in stated situations constitutes this.
- b. Parental Conferences. A parent conference should be held when students are involved with discipline problems regarding serious consequences.
- c. Disciplinary Probation. This is a written warning to the student and his parent or guardian stating that the student has been in violation of the Standards of Conduct and that any additional violations would result in further disciplinary action.
- d. Tasks Assigned by administration. These tasks are extra duties to be performed for noncompliance with the Student Standards of Conduct.
- e. Lunchtime Detention. A student may be required to spend the lunch period in an assigned area away from other students
- f. Detention. A Student may be detained for a reasonable period of time before or after his classes and may be required during this time to engage in controlled and constructive activities. Parents of students who are assigned detention time shall be notified prior to the time to be detained in order that there is an opportunity to make transportation arrangements.
- g. Restitution. A student may be charged with the cost of repair of any damage to or loss of school property.
- h. Loss of driving/Parking Privileges. A student may lose the privilege of driving to school and/or parking a vehicle at school.
- i. Inschool Suspension. A student may be required to spend the day(s) in an assigned area away from other students. Assignment to Inschool Suspension at the high school level includes an automatic assignment to after school detention for the same day(s). While assigned to Inschool suspension, the student is required to complete class work from the classroom teacher, such work is to be graded and given credit. A student

who refuses to work as directed by the In-school Suspension Supervisor is to be removed from the room and have other more appropriate discipline administered.

- j. Suspension from Extracurricular Activities. Suspension from extracurricular activities and/or school-sponsored activities may be imposed for a specified period of time for violating the Standards of Conduct. [The parent or guardian is to be notified of the action taken by school officials.]
- k. Suspension from School. A student may be suspended from school (out of school). During such a suspension, the student is not permitted on school grounds or allowed participate in any school activities.
- l. Assignment to an Alternative Educational Program. A student may be removed from the school and required to attend classes in an alternative setting designed specifically for pupils with behavioral difficulties.
- m. Expulsion. In cases of gross or continued misconduct, a principal may recommend that the school board permanently exclude a student may recommend that the school board permanently exclude a student from the District of Columbia Public and or Charter Schools.

D. Violations of Law

Any violations of this policy pertaining to drug related crimes and/or violent criminal conduct (involving physical injury or dangerous weapons or devices) shall be reported by the principal to the appropriate law enforcement officials, and the school system's official position shall be that such crimes shall be prosecuted. In addition to the disciplinary action outlined in the Code, any other known violation of the criminal code will be referred to the legal authorities.

E. Specific Consequences for Specific Behaviors

- 1. Any violations of this policy pertaining to drug related crimes and/or violent criminal conduct (involving physical injury or dangerous weapons or devices) shall be handled as follows:
 - a. the student shall be removed from the regular classroom environment;
 - b. after conducting a hearing, if the student is found to be guilty, the principal shall impose an initial ten (10) day suspension;
 - c. matters of violation of district or federal law shall be referred to the appropriate law enforcement agency;
 - d. the matter shall be referred to the Long-term Suspension/Expulsion Panel;
 - e. the student will be punished in addition to suspension;
 - f. once the principal has acted pursuant to the recommendations of Long-term suspension/Expulsion Panel, and following any appeals at those levels by the student and/or the student's parent or guardian, the principal shall make a written confidential report to the school board which:

who refuses to work as directed by the In-school Suspension Supervisor is to be removed from the room and have other more appropriate discipline administered

- j. Suspension from Extracurricular Activities. Suspension from extracurricular activities and/or school-sponsored activities may be imposed for a specified period of time for violating the Standards of Conduct. [The parent or guardian is to be notified of the action taken by school officials.]
- k. Suspension from School. A student may be suspended from school (out of school). During such a suspension, the student is not permitted on school grounds or allowed participate in any school activities.
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 - d. the matter shall be referred to the Long-term Suspension/Expulsion Panel;
 - e. the student will be punished in addition to suspension;
 - f. once the principal has acted pursuant to the recommendations of Long-term suspension/Expulsion Panel, and following any appeals at those levels by the student and/or the student's parent or guardian, the principal shall make a written confidential report to the school board which:

- (i) sets forth the disciplinary actions taken;
- (ii) sets forth the particular behavioral problem(s) of the student which prompted the disciplinary action; and
- (iii) establishes provisions, if any, for further educational services from the district (for example, alternative school)

In accordance with the District of Columbia Law, a student found to have a firearm on school property, or at a school-sponsored event, shall be expelled from school for a minimum of 365 days.

2. Alcohol, Marijuana, Drug Paraphernalia or Restricted Substances (other than Tobacco) Possession or Use

First Offense-	Minimum ten (10) day out of school suspension, referral to the appropriate law enforcement agency and mandatory parent conference
Second Offense-	Minimum ten (10) day suspension, referral to the appropriate law enforcement agency and immediate referral to the Long-term Suspension/Expulsion Panel. Should a student be recommended for expulsion/long-term suspension due to possession or use of drugs, alcohol or other restricted substances, the District of Columbia School board reserves the right to waive or delay expulsion/long-term suspension based on the student's enrollment and successful completion of a substance abuse counseling program. The conditions for such a waiver will require that the parent enroll the student in a drug-counseling program within five (5) days upon receipt of notice from the school board of intent to expel. The agency with which the parent enrolls must be one that is acceptable to the board. A list of acceptable agencies will be kept on file in the Academy Administrative office, and agencies will be placed on this list after having been screened by the school board or its designated representative. An agency must give the principal an enrollment letter, periodic progress reports and a final evaluation report on each participant. If a student fails to keep an appointment, the principal will be notified immediately, and the waiver of expulsion will be reviewed. If a student does not successfully complete the program, his waiver of expulsion will be revoked. If the student successfully completes the program, the waiver will be maintained on the condition that the student is not involved in any drug or intoxicant use or abuse.

3. Tobacco Possession or Use

First Offense-	Minimum three (3) day out of school suspension and mandatory parent conference
Second Offense-	Minimum five (5) day out of school suspension and mandatory parent conference
Third Offense-	Minimum ten (10) day out of school suspension and mandatory parent conference
Fourth Offense-	Minimum ten (10) day out of school suspension and immediate referral to the Long-term Suspension/Expulsion Panel

4. Using or Possessing a Beeper or Having a Cellular Telephone or Similar Communications Device on One's Person While on School Property

First Offense-	Minimum three (3) day out of school suspension and mandatory parent conference
Second Offense-	Minimum five (5) day out of school suspension and mandatory parent conference
Third offense-	Minimum ten (10) day out of school suspension and immediate referral to the Long-term Suspension/Expulsion Panel

For each offense, the beeper or communications device will be confiscated And turned over to law enforcement officials.

5. Any other violation of the Code of Student Conduct shall be handled pursuant to Subsection (1) if the principal, the Long-term Suspension/Expulsion Panel and/or the principal believes that the present conduct of the student, coupled with the past conduct of the student, is such that physical or emotional harm to, or abuse of, others is likely to result if the student is not removed from the general student population.

Such acts may include any conduct, but specifically includes the following:

- a. any physical attack on another where on one receives a physical injury;
- b. any threat of physical attack on another,
- c. any attempt or conspiracy to commit a physical attack on another,
- d. mutual combat, without infliction of physical injury; and/or
- e. any sexual misconduct or harassment (any sexual advances, requests for but not limited to, inappropriate comments, expressions, gestures or touching).

Otherwise, for any of the above offenses (a) through (e):

First offense-	Minimum five (5) day out of school suspension and mandatory parent conference

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- | | |
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Such acts may include any conduct, but specifically includes the following:

- a. any physical attack on another where on one receives a physical injury;
- b. any threat of physical attack on another,
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- d. mutual combat, without infliction of physical injury, and/or
- e. any sexual misconduct or harassment (any sexual advances, requests for but not limited to, inappropriate comments, expressions, gestures or touching).

Otherwise, for any of the above offenses (a) through (e):

First offense-	Minimum five (5) day out of school suspension and mandatory parent conference

Second offense-	Minimum ten (10) day out of school suspension and mandatory parent conference
Third offense-	Minimum ten (10) day out of school suspension and referral to Long-term Suspension/Expulsion Panel

F. Suspension and Expulsion

1. After a student has been expelled or suspended long term, the school board can place conditions, when available and where appropriate, on the student's return to school, return to the regular classroom, participation in school activities, participation in school functions, and/or the student's being permitted on school property, including, but not limited to, one or more of the following:
 - a. performing specified community service;
 - b. making restitution or paying for expenses necessarily incurred by the victim or the victim's parent or guardian;
 - c. participating in and successfully completing a specified school program;
 - d. participating in and successfully completing a particular program made available through the District of Columbia Community Services Board or similar agency;
 - e. obtaining individual counseling, family counseling, substance abuse counseling and/or GED or vocational counseling;
 - f. participating in and successfully completing a specified educational program not available through the school system;
 - g. engaging in, or refraining from engaging in, particular conduct;
 - h. providing specified information or reports to specified school officials;
 - i. complying with particular conditions set forth in the Delinquency Disposition Order entered by the Juvenile and Domestic Relations District Court or any order of any other court concerning any delinquent acts committed by the student, and/or
 - j. complying with such other conditions as are reasonably calculated to reduce the risk that the student will engage in violent criminal conduct, drug related crimes and/or other unacceptable behavior upon such student's return to school.
2. After a student has been suspended short term, the schools can place conditions, when available and where appropriate, on the student's return to school, return to the regular classroom, participation in school activities, participation in school functions, and/or the student's being permitted on school property
3. Principals may extend short-term suspensions (up to 10 days) into the next school year for violations of the Code of Student Conduct that occur at or near the end of the school year. Also, the principal/school board may extend a long-term suspension (up to a school year) into the next school year.
4. The academy reserve their authority not to impose a suspension upon (or seek the expulsion of) a disabled student when such an action would be contrary to the best interests of the student and the school.

G. Other Academy Policies

The other policies of the academy pertaining to the behavior of students including policies on tobacco, alcohol and drugs are hereby incorporated by reference into this Code of Student Conduct. Such policies can be enforced as part of the Code of Student Conduct.

H. Compliance with Other Laws

To the extent that any law may supersede the implementation or application of any of the foregoing provisions, the school board reserves the right to implement or apply the provision to the extent that the law permits.

ALCOHOL USE

No alcoholic beverage may be in the possession of or consumed by any person on school property. Persons violating this policy will be subject to appropriate disciplinary action.

FIREARMS AND WEAPONS IN THE ACADEMY

Carrying, bringing, using or possessing a firearm or weapon in the school building, on school grounds, in any school vehicle or at any school sponsored activity is prohibited by the Code of Student Conduct. This prohibition is well substantiated in the District of Columbia law. Further, district law makes a distinction between firearms and weapons.

"Firearms" Defined

For the purposes of this policy, and in accordance with District of Columbia law, a "firearm" is defined as:

- Any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by action of an explosive;
- The frame or receiver of any such weapon;
- Any firearm muffler or firearm silencer;
- Any explosive, incendiary or poison gas to include but not limited to bomb, grenade, rocket having an explosive or incendiary charge of more than one-quarter ounce, mine or other similar device;
- Any type of weapon by whatever name known which will, or which may be readily converted to, expel a projectile by the action of any explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter;
- Any combination of parts either designed or intended for use in converting any policy, and form which a destructive device may readily be assembled;
- Stun weapon or taser;
- Pistol, revolver or other weapon designed or intended to propel a missile of any kind;

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- The frame or receiver of any such weapon;
- Any firearm muffler or firearm silencer;
- Any explosive, incendiary or poison gas to include but not limited to bomb, grenade, rocket having an explosive or incendiary charge of more than one-quarter ounce, mine or other similar device;
- Any type of weapon by whatever name known which will, or which may be readily converted to, expel a projectile by the action of any explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter;
- Any combination of parts either designed or intended for use in converting any policy, and from which a destructive device may readily be assembled;
- Stun weapon or taser;
- Pistol, revolver or other weapon designed or intended to propel a missile of any kind,

- Any dirk, bowie knife, switchblade knife, ballistic knife, razor, slingshot, spring stick, metal knucks, blackjack;
- Any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as nun chahka, nun chuck, nunchaku, shuriken or fighting chain;
- Any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as throwing star or oriental dart;
- Or any device or weapon of like kind as those enumerated in this definition.

"Weapons" Defined

For the purposes of that policy, and in accordance with the District of Columbia law, the term "weapons" is defined as :

- Any pocket knives, household knives;
- Any toy guns, look-alike guns, or facsimiles;
- Any destructive devices;
- Any firecrackers, sparkers, ice picks;
- Other dangerous articles,
- Or any other objects, which may be, used to intimidate, threaten or harm others.

Offenses Involving Firearms (as defined above)

If, after thorough investigation, a student is found to be guilty of violation of an offense involving a firearm, the student is to be suspended from school (an initial 10 day suspension) and referred immediately to the Long-term Suspension/Expulsion Panel as required in the Code of Student Conduct. From that referral, the principal reports the panel's findings to the school board for final determination of the matter.

A student who is found to have carried, brought, used or possessed a firearm in violation of Policy is subject to expulsion for no less than one calendar year. The school board may, however, determine, based on the facts of a particular case, that special circumstances exist and another disciplinary action or term of expulsion is appropriate.

Offenses Involving Weapons (as defined above)

A student who is found to have carried, brought, used or possessed a weapon (as distinguished from a firearm as defined above) in violation of Policy shall be subject to appropriate disciplinary action as outlined in the Code of Student Conduct.

The principal of the school is to take all appropriate steps to adequately inform students and parents of the broad definition of "firearms" as provided above.

SEARCH AND SEIZURE

To maintain order and discipline in the schools and to protect the health, safety and welfare of students and school personnel, school authorities may search a student, student lockers or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized or contraband materials discovered in the search.

As used in this policy, the term "unauthorized" means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission or process of the school, or any item described as unauthorized in school rules available beforehand to the student.

A student's failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action.

Student desks and lockers are the property of the school, and school officials reserve the right to search desks and lockers. If practicable, the administration will advise students in advance of the search. A general search of lockers or desks may be conducted to repossess school property or to locate illegal materials. The student's individual right to privacy and freedom from unreasonable search and seizure is balanced by the school's responsibility to protect the health, safety and welfare of all persons within the school community. Should illegal materials be found during a search, law enforcement officials shall be notified.

Personal Searches

A student's person and/or personal effect (e.g., purse, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials or has violated or is about to violate the law or a school rule.

If a pat down search of a student's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness present, when feasible.

If the school official has reasonable suspicion to believe that the student has on his or her person an item imminently dangerous to the student or to others, a more intrusive search of the student's person may be conducted. Such a search may only be conducted in private by a school official of the same sex, with an adult witness of the same sex present, and only upon the prior approval of the principal or designee, unless the health or safety of students will be endangered by the delay which might be caused by following these procedures.

Locker Searches

Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers. School authorities for any reason may conduct periodic general inspections of lockers at any time without notice, without student consent and without a search warrant.

SEARCH AND SEIZURE

To maintain order and discipline in the schools and to protect the health, safety and welfare of students and school personnel, school authorities may search a student, student lockers or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized or contraband materials discovered in the search.

As used in this policy, the term "unauthorized" means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission or process of the school, or any item described as unauthorized in school rules available beforehand to the student.

A student's failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action.

Student desks and lockers are the property of the school, and school officials reserve the right to search desks and lockers. If practicable, the administration will advise students in advance of the search. A general search of lockers or desks may be conducted to repossess school property or to locate illegal materials. The student's individual right to privacy and freedom from unreasonable search and seizure is balanced by the school's responsibility to protect the health, safety and welfare of all persons within the school community. Should illegal materials be found during a search, law enforcement officials shall be notified.

Personal Searches

A student's person and/or personal effect (e.g., purse, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials or has violated or is about to violate the law or a school rule.

If a pat down search of a student's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness present, when feasible.

If the school official has reasonable suspicion to believe that the student has on his or her person an item imminently dangerous to the student or to others, a more intrusive search of the student's person may be conducted. Such a search may only be conducted in private by a school official of the same sex, with an adult witness of the same sex present, and only upon the prior approval of the principal or designee, unless the health or safety of students will be endangered by the delay which might be caused by following these procedures.

Locker Searches

Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers. School authorities for any reason may conduct periodic general inspections of lockers at any time without notice, without student consent and without a search warrant.

Automobile Searches

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. The interiors of student vehicles may be inspected whenever a school authority has reasonable suspicion to believe that illegal or unauthorized materials or other evidence of illegal or otherwise prohibited activities are contained inside. Such patrols or inspections may be conducted without notice, without student consent and without a search warrant.

Seizure of Illegal Materials

If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition.

STUDENT DRESS CODE

Students are expected to dress in a manner that will not discredit the school or the student body. The academy will adopt a dress code that is in keeping with commonly accepted standards. Students are to comply with the adopted dress code of the school unless extenuating circumstances prohibit their compliance.

CORPORAL PUNISHMENT

The academy prohibits corporal punishment. "No teacher, principal or other person employed by the school board shall subject a student to corporal punishment." However, the statute expressly does not prohibit school personnel from.

1. Using incidental, minor or reasonable physical contact to maintain order and control;
2. Using reasonable and necessary force to quell a disturbance or remove a student from the scene of a disturbance which threatens physical injury to persons or damage to property;
3. Using reasonable or necessary force to prevent a student from inflicting physical harm on himself;
4. Using reasonable and necessary force for self-defense or the defense of others;
5. Using reasonable and necessary force to obtain possession of weapons or other dangerous objects or controlled substances or paraphernalia, which are upon the person of the student or within his control.

5. Structure of the School Day and Year

5. Structure of the School Day and Year: Students will attend school from 8:00 AM to 4:00 PM. Teachers' hours will be from 7:30 AM to 4:30 PM. This will ensure the school day is covered an half-hour before and after students arrive and depart. The school year will start the first day after the September holiday (Labor Day) and end 2 July. (Accounts for required JROTC Summer Camp). The school year will be 210 teaching days. This will allow IDEA to support outside learning experiences, JROTC summer camp and afterschool/weekend programs with no detriment to in-class activities. The after school programs will also support and assist students who may need additional tutoring.. There will be 10 holidays, a two-week Christmas break, and a one-week spring break and at least 4 staff development sessions during the teaching year. JROTC qualified instructional personnel and selected teaching personnel will be 12 month employees. Selected teaching personnel will be 10 1/2-11 month employees. The school will be 210 days rather than the 190 days originally indicated.

Each teaching day will have 9 periods. The first period of the day will be leadership training and will form a basis for the start of the day. Leadership training(Through JROTC) will encompass physical training as well as teamwork and academic training. The last period of the day will be for independent study, mentoring or tutoring sessions. Seniors who are in work-study will receive mentoring during their early periods. At least once an advisory a meeting will be held for parent and community feedback/input. Parent and Teacher meetings will be held prior to each grading period(advisory).

Enrollment - Enrollment will be determined by interest expressed by the community. Appendix 6 has a budget scenario for a school with a maximum enrollment of 225 students. It is intended to begin the IDEA public charter school as a 9-12 high school unless interest demands otherwise. It is anticipated that the enrollment of students will come from students who reside in the District of Columbia. The actual enrollment mix of students is anticipated to vary based upon the site the school acquires for its final school location. The IDEA public charter school *public charter school* location will be within the boundaries of the District of Columbia. In the event the enrollment interest exceeds enrollment space, a fair and equitable lottery system will be developed to determine which students are allowed to attend the *IDEA public charter school public charter school*.

6. Parent and Community Support and Participation

6. Parent and Community Support and Participation

a. Parent Involvement

(1) A successful school system depends on the many resources provided by students, parents, staff and community members. To ensure quality parent involvement, two parents of students attending the IDEA public charter school will be on the Board of Trustees. Additional parental support will be encouraged through several "School Night activities" and scheduled conferences. PTA membership and participation will be stressed. The IDEA public charter school has set a goal of parental and community involvement equal to 10% or more of the total teaching hours budgeted each year. *If our total number of yearly teaching hours are 17,000, we hope to have parents and the community provide voluntary participation that numbers 1,700 hours (at a minimum) for the year. This is a combined total for parents, business and community participation.* The board meetings will be open to other parents should they wish to attend.

(2) School staff roles: Keeping parents and teachers in touch will be accomplished through telephone calls, conferences, notes and letters to parents and guardians. The staff will work closely with the school restructuring team and provide periodic input to the Board of Trustees.

(3) The IDEA public charter school *public charter school will have programs* to promote parent and community involvement in the education of students. The establishment of an Advisory Board/PTA will include parents as well concerned community leaders with one goal in mind: striving to meet the demanding but attainable standards established by the District of Columbia Board of Education. *Other committees will be developed as needed.* Parents will be provided an orientation at the start of each year of an instruction along with an overview of the plans for that school year.

b. Community Participation

(1) The IDEA public charter school intends to provide an educational system that serves the needs of the community and the parents and provides parents an unprecedented opportunity for hands on involvement in the structure and operation of their children's school. The IDEA *public charter school* will set goals and standards for school-community relations and will regularly evaluate its relationship with the public and its programs for achieving good communication and good relations with parents, community organizations, the business and industrial sector, and the community at large. The IDEA *public* Charter School will cooperate with all nonprofit and nonpartisan community organizations, such as social services, recreation, welfare, health, safety, fire, civil defense and law enforcement, to promote the general public interest and the welfare of children and youth. Such cooperation shall in no way compromise school officials' legal requirement to maintain confidentiality.

Through its school-community relations programs, the school will aim toward leading the community to:

(a). Show a high interest in the schools and participate in their activities. If schools are to attain their goals the community must contribute time, effort and talent to engage in cooperative planning for school operations and program improvements, to review the goals of education in its schools, to observe educational processes and to gather evaluative data so that it can make informed judgments.

(b). Make available education in the community that supports what is done in the school. If the charter school is to attain their goals, the community must engage in extensive school industry cooperative education, employ youth and provide on-the-job training and retraining after school is over, and involve all its interactive agencies in offering educational opportunities that will continue throughout life.

(c). School-community relations begin with the student, the parents and the staff, and extend to other community persons, agencies, businesses and organizations. The school must help the parents know the student's strengths and problems. School-community relations is essential at the citizen level, so that the concerns and knowledge of the community can bear upon educational decisions, and, further, so that community support for educational programs can be secured.

(2) **Partnership Commitments:** Business Partners must place a high priority on education and assist in the provision of funds needed for the support of a career oriented charter school. If the school is to attain its goals, the business community must provide enough financial support to make it possible for the charter school to offer its students those educational services that will make up the deficits of the economically poor and the otherwise educationally disabled; the business community must provide the funds needed for experimentation and discovery, for creative development of promising students, and for successful program implementation to achieve full educational opportunities for everyone.

a. Content Standards and Curriculum

(3) National surveys conducted about employment of inner city personnel stated that many young people who apply for entry level positions do not have the basic reading, writing or computational skills required for even the lowest paying wage positions. The economic and manufacturing complex in the United States is becoming increasingly technical and oriented toward technology advances. Even many assembly line jobs have been automated. Entry level positions now require abilities in problem solving, team work and being able to respond quickly to a complex and changing environment. Employers are reporting having difficulties in finding qualified entry level job applicants at the same time unemployment in the inner city is moving over 30 percent. The average income of the parents of students in the Wards of Washington, DC is between \$22,000-\$24,000, which is poverty level. If fewer students drop out, get solid employment and remain in the area, it results in an increase in lifetime earnings which provides a better tax base for the inner city.

In order to benefit the individual child as much as possible, the IDEA public charter school will make every effort to maintain a stable enrollment during the term of the Charter. The proposed charter school will continue its present academic focus on the occupational cluster of engineering design (includes drafting and computer-aided design), electronics (includes communication and digital electronics, residential/industrial wiring/electronics), and engineering systems (includes fluid power technology and computer-aided manufacturing. *This course will be used to transition to a computer technician/repair course*). The school will also integrate a thematic approach using the student built Electric Vehicle.

d. Students must be taught that it is important to work as a team and develop critical leadership skills. This will be accomplished through the Junior Reserve Officer Training Corps(JROTC). Students will receive intense instruction in math, English and science as these will be the building blocks for their job skill training. Throughout their program of instruction students will be mentored and tutored to ensure they receive the attention needed to improve test scores and GPAs.

- (i). Students will be able to locate, analyze and organize relevant information for reports and expository writing.
- (j). Students will create imaginative/narrative writing using effective vocabulary to describe their emotions and impressions.
- (k). Students will participate in activities designed to promote communication skills.

Mathematics

- (a). Students will develop number concepts and basic computation skills.
- (b). Students will integrate the principles of geometry with those of other disciplines such art, social studies and science.
- (c). Students will be able to look for patterns and relationships and to form generalizations.
- (d). Students will collect, organize, and interpret data to develop tables, charts, graphs and statistics.
- (e). Students will acquire and apply math concepts and problem solving strategies to everyday life situations.
- (f). Students will be able to express mathematical ideas in both written and symbolic forms.

Science

- (a). Students will discover, explore, observe, and examine natural phenomena they encounter in the indoor and outdoor environment, and be able to perceive the interrelationships and interdependencies of these phenomena.
- (b). Students will collect and interpret data about an object or event
- (c). Students will be able to formulate a hypothesis.
- (d). Students will design their own experiments with control and variables to support or refute a hypothesis.
- (e). Students will record, organize, and communicate procedures in written form
- (f). Students will apply science processes and concepts to problem solving.

(2) The school will be designed on the career model-a career focused school-within a school that integrates academic and occupational curriculum, increases student career options and provides a meaningful learning context for both potential dropouts and college-bound youth. Students will select either the Engineering Design or Electronics technology career focus after completion of their orientation year. Failure of the student to complete the entire skill-producing program, will produce non-receipt of a certificate of completion. The objectives of the IDEA Charter School will be facilitated through the use of information technology, including but not limited to computers, scanners, printers, modems, CD-ROMS, laser discs, video cameras, video

designs. The student will also be able to use the computer to complete simple Computer Aided Designs(CAD). The course will prepare the student for entry-level positions as an engineering aide or draftsman assistant.

(d) The Fluid Power course is designed to provide a student basic knowledge of Robotics, programmed milling operations and the study of the properties of fluids and fluid flow. The course emphasizes hands-on instruction and teamwork. The student should have solid math skills and the ability to work in small groups. The student must be able to follow detailed written and oral instructions. The student must have the potential to use diagnostic testing equipment. The student should have completed course work in Math and basic science. The student will be able to program a computer to do automated milling operations, analyze viscosity of liquids and determine uses for fluid motors. The course will prepare the student for entry level positions in hydraulics in aviation and heavy equipment as a repair or diagnostic technician. *The enrollment level of this course is small and technology has gravitated toward a computer rich environment. Since this course has a computer base, it will be used to transition to a course which provides the student entry-level, basic Computer Technician/Repair skills.*

(3) The IDEA has a dual focus of Engineering Design and Electronics and integrates the leadership and teamwork skills through JROTC. Each career focus area is designed to train students in the basic reading, writing, comprehension, teamwork and problem solving skills that are required by all Engineering Design and Electronics careers in the modern US economic business arena. Each technical skill producing shop will stress the importance of teamwork and leadership while teaching the need for basic math and science skills. This curriculum is not suitable for students with language difficulties but acceptable for those with some learning disabilities. It will also integrate a thematic approach using the student built Electric Vehicle.

(4) Marking System: A five-point scale (A B C D F) will be used for marking purposes:

A =	Excellent
B =	Above Average
C =	Average
D =	Below Average
F =	Failing

The grades will convert as follows:

A =	100-94
B =	93-84
C =	84-75
D =	74-65
F =	64 - and below

Students enrolled in remedial classes shall be given grades of Pass (P) or Incomplete (I) only. Teachers will issue requirements for receiving specific grades in their respective courses. According to the following scale of grade point values, a pupil earns a *SCHOOL HONOR ROLL* position if he/she averages 3.5 or above.

A=4 B=3 C=2 D=1

annually. Students identified as gifted and talented will be given special attention and projects to ensure they are not bored or their creativity stifled.

(5) **Student Intervention:** The instructional staff will continually review attainment levels. If a student is having difficulty meeting attainment, a plan will be devised to provide that student with additional instructional time via aides, special education teachers, parental volunteers, labs, at-home or after-school work, or any combination of the above as determined by the teacher. *Students will receive a certificate of competency in their career field if they successfully complete their career program. Most will graduate with 26-28 Carnegie Units. There will be no time for elective courses. It may be possible for a student to graduate by completing all required courses and not receive a certificate of competency. This should be rare as the student will be mentored, tutored and select their career courses based on interest and ability.*

District of Columbia public schools administered by the Board of Education for the type of program in which the student is enrolled.

(a). The first preference for enrollment is those students of District of Columbia whose parents helped form the IDEA public charter school.

(b). The second preference for enrollment is for other students who reside in the District of Columbia. If it is the intent of the parents to enroll their child in the IDEA public charter school, they must sign a Letter of Intent by June to insure their child(ren) will be enrolled for the following school year.

(c). The third preference is for students who reside outside of the district and sign up to attend the IDEA public charter school after June 30, 1998 but before the start of the school year. The preference will be solely on a first-come, first-serve basis.

It is understood that students allowed to enroll in the IDEA public charter school will be able to re-enroll for the following school year as long as they are in good standing with the IDEA public charter school. It is further understood that if a student is enrolled in the IDEA public charter school and a sibling desires to attend the IDEA public charter school, that child will be given preference so the family can all attend the same school the following school year. See Appendix 2 for additional details.

(3) Tracking Withdrawals: In considering any request for student withdrawal or transfer, caution must be used to be sure that the receiving school has adequate space and staff to accept the additional student. If adequate space and staff are not available, the request may be denied. If a student withdraws both the receiving school and District school system will be informed in accordance with DC laws and regulations. A student may withdraw from the IDEA public charter school at any time and if eligible (Additional information is at Appendix 10). *Students will not be allowed to withdraw until authorized by a parent/guardian. A copy of the records will be given to the parent/guardian. The parent/guardian will sign for the copy but the original records/portfolio will be forwarded to the receiving school. As indicated under the withdrawal process on page of the application the IDEA public charter school will ascertain whether a student can be transferred to the selected school prior to sending the records. The District Central office will be notified as well.*

(a) Levels of priority when approving transfer requests.

(1) Pending change of residence

A request to enroll in a specific school due to a family's plans to move into that school's attendance area within sixty (60) days will be considered. Such plans must be substantiated by a copy of a legal contract on the new residence indicating pertinent dates.

(2) Change of residence during the school year

A request to remain in a school after a family's move into the attendance area of another school within the year will be considered. If approved, such approval would be for the remainder of that school year only.

<u>Required Courses</u>	<u>Carnegie Units</u>
English	4.00
Foreign Language	2.00
History and Government of the District of Columbia	0.50
World History	1.00
World Geography	0.50
United States History	1.00
United States Government	0.50
Mathematics	3.00
(including Elementary Algebra or its Equivalence)	
Science (including one year of a lab science)	3.00
Health and Physical Education(JROTC equivalence)	1.50
Art	0.50
Music	0.50
Career Vocational Education	1.00
Electives	4.50
Community Service (100 Required Hours)	

Total 23.5

(b) All courses must be taken in sequences, hence, students who fail a course that is a prerequisite to the next course must complete that course before being permitted to continue to the next course.

(Example. If a student who is in the 10th grade fails English II but passes all other courses will be scheduled to take English II before he/she can take English III.)

(c) A student must have a *Letter of Understanding* by his/her 12th grade year. A conference with your counselor in reference to the total number of Carnegie Units earned from the ninth grade will be reviewed. Subjects needed to complete high school education will be discussed. (District Law 1-75 lowered the age of majority from 21 to 18 years of age thus permitting students 18 and over to sign their own Letter of Understanding in lieu of a parent or guardian.)

(d) Students must be in residence for one year immediately preceding graduation (12th grade) Exceptions must be approved.

(e) All indebtedness must be taken care of before clearance can be made for graduation. (Example: All books, library fees, etc.)

(4) **Student Assessment Plan** Students will be assessed on the same schedule as all other District schools. In addition to the Stanford 9 test others will be used as indicated below: The IDEA charter school goal is to ensure students achieve SAT test score between 850-1000 by their 11th and 12th year.

Through its school-community relations programs, the school will aim toward leading the community to:

(a). Show a high interest in the schools and participate in their activities. If schools are to attain their goals the community must contribute time, effort and talent to engage in cooperative planning for school operations and program improvements, to review the goals of education in its schools, to observe educational processes and to gather evaluative data so that it can make informed judgments.

(b). Make available education in the community that supports what is done in the school. If the charter school is to attain their goals, the community must engage in extensive school industry cooperative education, employ youth and provide on-the-job training and retraining after school is over, and involve all its interactive agencies in offering educational opportunities that will continue throughout life.

(c). School-community relations begin with the student, the parents and the staff, and extend to other community persons, agencies, businesses and organizations. The school must help the parents know the student's strengths and problems. School-community relations is essential at the citizen level, so that the concerns and knowledge of the community can bear upon educational decisions, and, further, so that community support for educational programs can be secured.

(2) Partnership Commitments: Business Partners must place a high priority on education and assist in the provision of funds needed for the support of a career oriented charter school. If the school is to attain its goals, the business community must provide enough financial support to make it possible for the charter school to offer its students those educational services that will make up the deficits of the economically poor and the otherwise educationally disabled; the business community must provide the funds needed for experimentation and discovery, for creative development of promising students, and for successful program implementation to achieve full educational opportunities for everyone.

1. Planning Process

efforts. Specifically, the MRR efforts of this program may be merged with any similar effort sponsored by other High Schools. To that extent, a liaison from the MRR Team will be appointed coordinate with his/her counterpart within the high school itself.

(5) **Marketing Target Audience:** The targeted audiences for the marketing initiatives are all District of Columbia high school students. Efforts to reach the targeted audience will involve educating parents, counselors, teachers, District of Columbia Public School officials, and the business community of the IDEA. Each of these participants in the MRR and their roles are discussed separately below. There are three (3) specific constraints that must be clearly communicated to each participant that influences the targeted audience as well as the targeted audience themselves concerning potential association with the IDEA. Communication of these restraints to participants is the responsibility of the MRR Team. The three constraints are:

(a) Students who join the IDEA must select one of the following vocational disciplines:

- Communications and Digital Electronics
- Residential and Industrial Electronics
- Architectural Drafting
- Fluid Power (Pneumatics, hydraulics, robotics) *(Will transition to Computer Technician/Repair)*

(b) Students in the IDEA must agree to participate in the Junior Reserve Officer Training Program and wear the JROTC uniform.

(c) Students in the IDEA must attend all academic and vocational classes, without exception.

Marketing to the targeted audience begins with the IDEA staff and faculty. Taking advantage of various communication vehicles, newspapers, bulletins, special events, and so on, will initialize the marketing effort. Specifically: Sample offsite, marketing package (Video, Tender Agreement, Brochure, etc.)

PARENTS: The MRR will be introduced to parents planning the seed that they will, in turn, influence the targeted audience to participate in the IDEA. Initial and continuous introduction of the IDEA to parents will occur through IDEA sponsored recruiting and retention efforts. The objective of this phase of marketing is to provide knowledge to parents of the benefits they can expect their children to obtain through the procedures identified in sub-paragraph "B" Promotion of IDEA Successes.

COUNSELORS: Counselors at the junior high, middle, and senior high school level constitute the major MRR force within the education community. To that extent, close coordination with counselors will ensure that the IDEA is disseminated to the target audience. MRR tools made available to counselors will include, but is not limited to:

- IDEA brochures and newsletters
- Invitations to IDEA sponsored events

expenditure of funds to support promotional efforts will be coordinated throughout the MRR Team Chief to the IDEA public charter school Director. In addition to the communities identified, promotional successes will be channeled to local colleges and universities. Satellite organizations to be involved in promotions include, but are not limited to, parent-teacher organizations, booster clubs, and/or volunteer organizations.

(6) **RECRUITING:** Recruitment activities will be performed by the IDEA throughout the calendar year. The following table maps the sequence of events that the IDEA will use to increase the schools student population:

MONTH	EVENT
October	Recruitment materials will be reviewed and packaged; IDEA faculty and student representatives who will visit the schools will be identified. One <i>IDEA public charter school teacher</i> and one student (optional) constitute a recruiting team. Time lines for visits, open house, interviews, and so on, are set.
December	Recruitment packages will be distributed to guidance counselors at elementary and middle schools in the District and follow up activities arranged.
January - April	Conduct school visits to all schools.
February	Forward Counselor Orientation letters to middle, junior and high school counselor announcing Counselor Orientation of the IDEA in March. This orientation is to acquaint/re-acquaint counselors with the IDEA and to request their support referring interested students to the IDEA.
March - April	IDEA Counselor Orientation and Student Open House. Showcase IDEA programs and opportunities. Tour shops, disseminate brochures on IDEA programs, admission requirements, curriculum, and application materials. Provide visitor hands on demonstrations in various shops. JROTC conducts demonstration drills.
April	Conduct Parents Open House Provide information/briefings on IDEA opportunities
April - June June - September	Notify students on acceptance to the IDEA Public charter school. Familiarize new students and families with the IDEA Review upcoming school year recruitment plans and make appropriate changes.

attending IDEA IDEA public charter school; present and voting at the annual meeting of the corporation.

(2) Eleven (11) at large members, each of whom shall be elected at the Annual Meeting, by the majority vote of the members;

(3) Two (2) members of the faculty of IDEA Public Charter School each of whom shall be elected at-large by the faculty of the IDEA Public Charter School.

(4) The Director of the IDEA Public Charter School will be a non-voting member of the Board and serve ex-officio as secretary of the Board;

(b) The members of the initial Board of Trustees for the IDEA public charter school will be selected by the incorporators and are set forth in Appendix 11 of the charter school application. Four of the initial Trustees will serve a three-year term through the 2001/2002 school year and three will serve a two-year term through the 2000/2001 school year. Elections for the board members will be held at the Annual board meeting. The terms of the board members will be staggered. All board members terms will be for two years thereafter. Each Trustee who is appointed or elected by virtue of holding another position as described above, shall continue as a Trustee of the corporation so long as they hold such other position. Each person who was elected as a Trustee by virtue of being a parent with one or more children attending the IDEA Public Charter School shall automatically be deemed to have resigned and be removed from the Board at any time which at least one child of such person no longer attends IDEA. If a child of a board member graduates from IDEA during the term of the parent, the parent will be allowed to complete his or her term.

(c) A Board vacancy or vacancies shall be deemed to exist if any Trustee dies, resigns, or is removed, or if the authorized number of Trustees is increased. The Board may declare vacant the office of any Trustee who has been convicted of a felony, or has been found to have breached any duty arising under the Washington, DC Nonprofit Public Benefit Corporation Law or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend two (3) or more meetings of the Board of Trustees in any calendar year, without reasonable excuse. A vacancy on the Board shall be filled in the same manner of selection as that used to select the Trustee whose office is vacant, provided that vacancies to be filled by election by Trustees may be filled by a majority of the remaining Trustees, although less than a quorum.

(d) No reduction of the authorized number of Trustees shall have the effect of removing any Trustee before the expiration of the Trustee's term of office.

(e) The members of the Board will select the officers of the Board. The officers will be Chairman, Assistant Chairman, Secretary and Treasurer. The term of office shall be for one year. In case of dismissal or resignation from the Board or other vacancies on the Board, volunteers will be asked to apply and serve the remainder of the term for that particular Board member. The Board may choose not to reorganize at the time of seating the new board member. Attendance at Board meeting is mandatory. Missing three(3) meeting in a row without reasonable notification to the Secretary will result in immediate dismissal from the Board.

(f) Operation of the Board. The Board will meet at least once a month to discuss the Public Charter School's operation and hear reports/updates from each Board member, consider and

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appointed by chairman of the Board. The Director will serve as the non-voting administrative officer of the Executive Committee. Subject to the restrictions composed by law and by the Bylaws, the Executive Committee shall have the authority to resolve agenda items when the Board delegates an item to the Executive Committee. The Executive Committee shall report all actions it takes to the Board at the Trustee Board's next meeting.

(j) Other Committees. The Director, subject to the limitations imposed by the Board, or the Board may create other committees, either standing or special to serve the Board that do not have the powers of the Board. The Director shall appoint members to serve on such committees, and shall designate the committee chairperson. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

(1) The Director, the chairperson of the committee or a majority of the committee's voting members may call meetings of a committee. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.

(2) Any member of a committee may resign at any time by giving written notice to the chairperson of the committee or to the Director. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The Director may, with prior approval of the Board, remove any appointed member of a committee. The Director, with the Board's approval shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the tenure.

(k) Interpretation of Charter. In any instance in which the provisions of the Bylaws are in conflict with the provisions of the Charter, the provisions of the Bylaws shall control.

Corporal punishment will not be used. (See appendix 16 for detailed Code of Conduct provisions).

(3) School's Philosophy and roles relative to School staff - The IDEA will set goals and standards for school-community, parent and staff relations and will regularly evaluate this relationship. All classes will be monitored by school staff or assigned volunteer. Student behavior will be assessed and the results provided to parents during the parent-teacher meetings. Additional mentoring will take place through the assignment of mentors to each student. There will be constant communication with parents concerning their child behavior both good and unruly.

SCHOOL ADMISSION

A person of school age (i.e., a person who will have reached his or her fifth birthday on or before September 30 of the school year and who has not reached 20 years of age on or before August 1 of the school year) is eligible for admission on a nontuition basis if residing in the District of Columbia. A person of school age shall be deemed to reside in the district when such person meets one of the following criteria:

- A. Is living with a natural parent or parent by legal adoption who actually resides in the District of Columbia.
- B. Is living with a person in loco parentis who actually resides in the District of Columbia and the parents of such student are deceased.
- C. Is an emancipated minor living in the District of Columbia, but not solely for school purposes.
- D. Resides with a nonparent in the District of Columbia with no intent of changing residency to that of his or her parents, and meets all of the following conditions:
 - 1. The resident with whom the student is living is the court appointed guardian or has legal custody of the student.
 - 2. The student is not living with the nonparents for the sole purpose of obtaining school privileges as determined by the principal after full review of all related evidence.
 - 3. The student's parents are unable to care for the student.

The following persons may, upon the recommendation of the principal, as authorized by the Board of Education, be admitted into the public charter school of the district and may be charged tuition.

- A. Is a resident of the district but not of school age.
- B. Is temporarily living with a non-parent who resides within the district.
- C. The student and his or her parents reside in adjacent states and the said jurisdictions grant equal attendance privileges to residents of the District of Columbia.

D. Is a resident of a military or naval reservation located wholly or partly within the geographical boundaries of the district, is not a domiciled resident of the District of Columbia, and is a student for whom federal funds provided under Public Law 874 of 1950 fund less than 50 percent of the total per capital cost of education in the District of Columbia exclusive of capital outlay and debt service.

E. Is of school age and attending a school in the district pursuant to a foreign student exchange program.

D. Is a resident of a military or naval reservation located wholly or partly within the geographical boundaries of the district, is not a domiciled resident of the District of Columbia, and is a student for whom federal funds provided under Public Law 874 of 1950 fund less than 50 percent of the total per capital cost of education in the District of Columbia exclusive of capital outlay and debt service.

E. Is of school age and attending a school in the district pursuant to a foreign student exchange program.

(a) Tentative funding events. There is no concrete method of accurately forecasting amounts of income to be generated by fundraisers but the school's fund raising committee has tentatively planned a number of activities and events for this purpose. Following is a list of planned fund raising events:

(1) Golf -- This Pro-Am event, tentatively scheduled for 1 May 98, will consist of well known professional golfers that were invited to Langston golf course to demonstrate their professional skills. Funds will be generated via an admissions fee and via a food concession. There are plans to solicit sponsors to support this event, to include Pepsi, Coke, PEPCO, Metro, Bell Atlantic and many other major Corporations.

(2) Fund Raising Banquet -- This event will consist of a well-known guest speaker, probably General Colin Powell. This function could serve as the IDEA's inaugural celebration of its charter status as a JROTC Career IDEA public charter school public charter school.

(3) Fund Raising Dinner -- There could be several of these events with well-known guest speakers. Michael Jordan, Tiger Woods and Rev. H. Beecher Hicks are among those that have been suggested as speak for this type of activity.

(4) Fund Raising Raffle -- There are plans raffle a new automobile. The specifics of this plan are not determined and will be reviewed by an attorney before implementation.

a. Budget

may be invited to address appropriate students. The Director of the IDEA public charter school will make the final decision as to the type of information delivered to IDEA public charter school students. All volunteers will be approved by the Director prior to any interaction with students. Training of volunteers will be conducted based on IDEA public charter school requirements.

(6) Commitment to ongoing professional development of all staff members.

All teachers and instructors will meet all requirements of teacher licensure as required by the DCPS. In addition to the mandated continuing education course, teachers and instructors are encouraged to attend appropriate workshops, conferences and seminars designed to enhance their teaching skills. The IDEA public charter school will afford such teachers and instructors an opportunity and time to attend such endeavors. Military personnel will attend all appropriate courses recommended and approved by the United States Army Cadet Command as part of their continuing education requirements.

(7) Fair compensation and benefit packages.

Because of the uniqueness of the mission and goals of the IDEA public charter school and budgetary constraints on IDEA public charter school resources, monetary compensation of teachers and instructors will not be granted. However, compensatory time for non military staff members may be approved by the director of the IDEA public charter school. It is generally expected that teachers and instructor will be available to students whenever possible to assist them in the learning process. Mentors will avail themselves whenever necessary to support the student(s). Benefit packages will be the *similar to* other teachers in the DCPS system. Military personnel can retain their own military benefit package or seek additional coverage as necessary

- Improve PSAT, SAT and ASVAB test scores between 7-10% each year.

Students will be tested and retested based on academic fundamentals until SAT averages are between 800-1000 or higher. The IDEA public charter school will ensure that a 10th grader in SY 1998-1999 will progress from a 700 score to a 900 score by SY 2001-2002.

- 10th grade Score = 700 with 300 minimum in verbal or math scores
- 11th grade Score = 800 with 350 minimum in verbal or math scores
- 12th grade Score = 900 with 400 minimum in verbal or math scores

(2) Process for obtaining baseline data: In the Fall of 1998 the IDEA public charter school's students will be required to take one or more standardized tests (probably the Stanford test) currently used by the DCPS. The IDEA public charter school will then tabulate the median test scores in each subject area, cross-referenced by race/ethnic guidelines and gender. This will establish the baseline for the IDEA public charter school's program. This process will be repeated each Spring. The IDEA public charter school has established a goal of increasing the median scores in all subject areas. The IDEA public charter school's goal is to achieve an average median attainment level of 80% in all subjects for all grade levels. The learning disabled would be exempted from the standards, and standards relevant to individual situations would be adopted in their place. Information in the student's records will also be used to develop a detailed database file for each student.

(3) Method of measuring student and overall student performance: Students performance will be measured against successes in academic achievement resulting in higher test scores, while producing less dropouts, and absenteeism by the end of the school year. School performance targets will be set, based upon results from the Stanford 9. By the end of the school year 1998 - 1999, the IDEA public charter school will implement instructional strategies to improve students achievement as measured by increasing verbal SAT scores by 30 points, increasing Math scores by 35 points, and increasing pass rate for 9th graders by 10 percent, gathering baseline data on eligibility for grades 9-12, attaining an 85% on the Stanford 9, and attaining an excellent ranking on passing all functional tests by grade 11.

(4) The District of Columbia Public School is becoming a standards-based school system. The IDEA public charter school will be held to higher standards of achievement while the principal, teachers, support staff--will be held to a standard of performance that is connected to helping students achieve. Contents of the standard base curriculum will describe what students should know and be able to do in core subject areas, and will guide the instructional program for all students. Grade-by-grade and course expectations will move students toward the achievement of the standards. Student achievement in reading and mathematics will be baseline data and an indicator of improvements to student performance. The IDEA public charter school aims to have all students performing at least the proficient level in reading and mathematics at grade levels. Teachers will integrate reading and writing across their content areas. All teachers will help students improve their comprehension skills, their vocabulary, and their fluency in writing.

c. **Compulsory Attendance Laws:** See Appendix 2.

d. **Health, Safety and Immunizations.**

1) The Integrated Design Electronics IDEA public charter school (IDEA) Public Charter School will operate and comply with all local and federal regulations governing the health, safety and immunizations of students and staff personnel of the school. Records of all necessary immunizations for students and health records of staff personnel will be maintained and reviewed annually for compliance. The records will reviewed annually. In addition to immunizations, vision and hearing tests will be conducted on an annual basis. All staff personnel will be trained in first-aid and at least one staff member trained in first-aid will be on duty at all times during the class day. The first-aid station will be kept clean and free of vermin and will meet all published fire codes and Police regulation (s). The IDEA public charter school will meet all housing code standards.

2) The IDEA public charter school will regularly conduct practice drills. Security will be provided by contract protective services.

e. **Immunization of Students:** See d. above

f. **Individuals with Disabilities Education Act, Subchapter B. (20 U.S.C.141 et seq.) and Section 504 of the rehabilitation Act of 1973.**

1) Individuals meeting the residency requirements of the District of Columbia and admissions standards established by the IDEA public charter school will be denied enrollment due to a handicap or disability. Students accepted by the IDEA public charter school will be afforded the opportunity to participate in all IDEA public charter school activities regardless of race, creed, color or physical disabilities.

2) Whenever possible, the IDEA public charter school will provide special equipment and facilities for those students requiring such

g. **Nonresident Tuition.**

1) The legal residence of students under the age of eighteen (18) attending IDEA will be determined by the legal residence of the parent(s) or legal guardian. Students meeting the residency requirements of the District of Columbia will not be charged any tuition to attend the IDEA public charter school.

2) Nonresidents will be required to pay tuition in accordance with the District of Columbia Municipal Regulation governing payment of Non-Resident Tuition. (Also see Appendix 10)

k. **Other:** Improving America's School Act(IASA) Title 1: As the IDEA Charter School IDEA public charter school expects to receive Title I resources to support students in ' its school, it will abide by the procedures contained within the Improving America's School Act.

APPENDIX

3

Articles of Incorporation

**ARTICLES OF INCORPORATION
OF THE
INTEGRATED DESIGN ELECTRONICS ACADEMY**

To: Department of Consumer and Regulatory Affairs
Corporation Division
614 H Street N.W.
Washington, D.C. 20001

We, the undersigned natural persons of the age of twenty-one (21) years or more, acting as incorporators of a non-profit corporation under the Corporation Act (D.C. Code, 1981 Edition, Title 29, Ch. 5) adopt the following **ARTICLES OF INCORPORATION** for such Corporation:

FIRST: The name of the corporation is **INTEGRATED DESIGN ELECTRONICS ACADEMY**.

SECOND: The period of its duration is perpetual.

THIRD: The purpose or purposes for which the corporation is organized are:

a) Said corporation is organized exclusively for charitable, educational and scientific purposes, within the meaning of Section 501(c) (3) of the Internal Revenue Code or corresponding section of any future Federal tax code, including the establishment and conduct of a Chartered High School under the District of Columbia Public School System.

b) The specific purpose of the Corporation is to manage, operate, guide, direct and promote education in general academic subjects and specialized training in electronics at the Academy which shall be classified as a Washington, D.C. "chartered" school.

FOURTH: The Corporation will have one class of voting members.

FIFTH: The qualifications, privileges and rights of the members shall be determined by the Board of Directors (herein designated as Board of Trustees).

SIXTH: The manner in which the trustees shall be elected or appointed shall be provided and set out in the By-laws.

FILED

OCT - 9 1997

BY: _____



CERTIFICATE

THIS IS TO CERTIFY that all applicable provisions of the DISTRICT OF COLUMBIA NONPROFIT CORPORATION ACT have been complied with and accordingly, this **CERTIFICATE of INCORPORATION** is hereby issued to

INTEGRATED DESIGN ELECTRONICS ACADEMY

as of **OCTOBER 9TH, 1997.**

W. David Watts
Director

Katherine A. Williams
Administrator
Business Regulation Administration

Act. Asst. Corporate Program Manager
Corporations Division

Marion Barry, Jr.
Mayor

**ARTICLES OF INCORPORATION
OF THE
INTEGRATED DESIGN ELECTRONICS ACADEMY**

To: Department of Consumer and Regulatory Affairs
Corporation Division
614 H Street N.W.
Washington, D.C. 20001

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FIFTH: The qualifications, privileges and rights of the members shall be determined by the Board of Directors (herein designated as Board of Trustees).

SIXTH: The manner in which the trustees shall be elected or appointed shall be provided and set out in the By-laws.

FILED

OCT - 9 - 1997

BY: _____

SEVENTH: The Provisions for the regulation of the internal affairs of the corporation, including provisions for distribution of assets on dissolution of final liquidation are:

a) No part of the net earnings of the organization shall inure to the benefit of or be distributable to its members, trustees, directors, or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of Section 501(c) (3) purposes. No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of, or in opposition to, any candidate for public office.

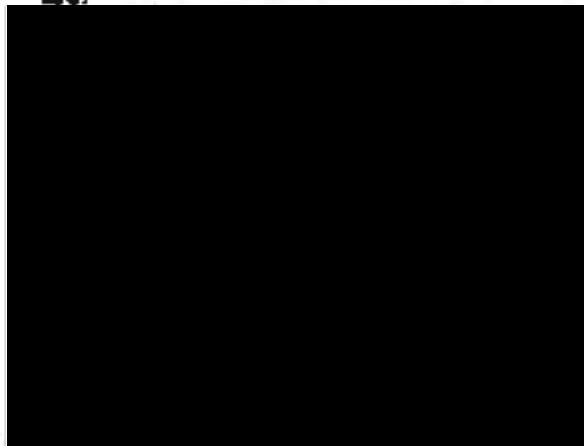
b) Notwithstanding any other provision of these articles, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from Federal income tax under Section 501(c) (3) of the Internal Revenue Code (or corresponding section of any future Federal tax code or (b) by an organization, contributions to which are deductible under section 170(c) (2) of the Internal Revenue Code (or corresponding section of any future Federal tax code).

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

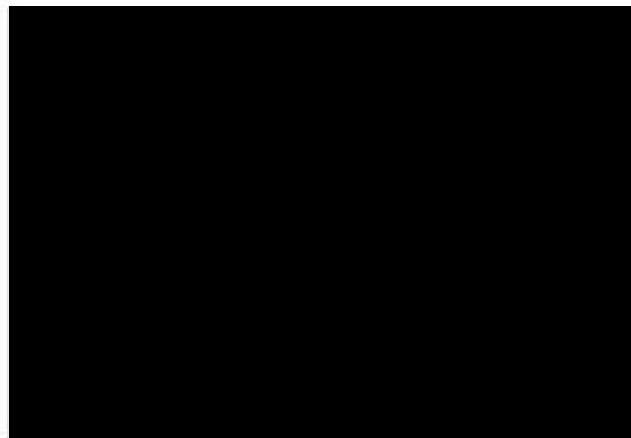
d) However , if the named recipient is not then in existence or no longer a qualified distributee, or unwilling or unable to accept the distribution, then the assets of this corporation/organization shall be distributed to a fund , foundation or corporation organized and operated exclusively for the purpose specified in Section 501(c) (3) of the Internal Revenue Code (or corresponding section of any further Federal tax code).

Eighth: The address including street and number of the initial registered office of the corporation is 704 26th St. , N.E. (Phelps) , Washington DC 20002 and the name of the initial registered agent is Mrs Marsha L. Brevard.

NINTH: The number of Directors constituting the initial Board of Directors is three (3) and the names and addresses, including street number of the persons who are to serve as Directors until the first annual meeting or until their successors be elected and qualified are:



TENTH: The name and address, including street and number of each incorporator is:



Date: October 8, 1997.



B.G. (B) Donald Deland


Mrs. Glenda Partee



Mrs. Marsha Brevard

Subscribed and Sworn Before me this 8th day of October 1997.

 notary

My Commission expires: 9/1/99

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
BUSINESS REGULATION ADMINISTRATION



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 AMENDMENT is hereby issued to
INTEGRATED DESIGN ELECTRONICS ACADEMY

Name Change To
INTEGRATED DESIGN ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

as of February 25th , 1998 .

W. David Wates
Director

Patricia A. Montgomery
Administrator
Business Regulation Administration

Act. Asst. 
Superintendent of Corporations
Corporations Division

Marion Barry, Jr.
Mayor

Section 3.2 Associates

Nothing in this Article 3 shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member. Such individuals may originate and take part in the discussion or any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws, some or all of a member's rights, set forth in the Washington, DC Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of Trustees, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or Bylaws, but no such person shall be a member. The Board may also, but without establishing memberships, create an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

Section 3.3 Annual Meeting

The corporation shall hold an annual meeting each September for the purpose of electing Trustees and the transaction of other business.

ARTICLE 4

TRUSTEES(Board of Trustees)

Section 4.1 General Powers

Subject to the limitations of the Washington, DC Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), Management Company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

Section 4.2 Specific Powers

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law.

APPENDIX

4

IDEA By-Laws

BYLAWS

OF

Integrated Design Electronics Academy (IDEA) Public Charter School, INCORPORATED

A Washington, DC Nonprofit Public Benefit Corporation

ARTICLE I

OFFICES

The corporation's principal office shall be fixed and located at such place within the attendance boundaries of the Washington, DC School as the Board of Trustees ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another within such attendance boundaries in the Washington, DC School District.

ARTICLE 2

PURPOSE

The specific and general purposes of the corporation are described in the Articles of Incorporation.

ARTICLE 3

MEMBERS

Section 3.1 Members

The corporation shall have members. The members of this corporation include the Charter school staff, business partners and parents of students enrolled in the Charter school. Any action, which would otherwise by law require approval by a majority of all members or approval by the members, shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the board.

Section 3.2 Associates

Nothing in this Article 3 shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member. Such individuals may originate and take part in the discussion or any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws, some or all of a member's rights, set forth in the Washington, DC Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of Trustees, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or Bylaws, but no such person shall be a member. The Board may also, but without establishing memberships, create an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

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Section 4.2 Specific Powers

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

a. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; and to fix their compensation;

b. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefor which are not inconsistent with the law, the corporation's Articles of Incorporation or these Bylaws, as it deems best;

c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best;

d. To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefor;

e. To carry on a business at a profit and apply any profit that results from the business activity to any activity in which it may lawfully engage;

f. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;

g. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;

h. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose;

i. To carry out such other duties as are described in the Charter.

Section 4.3 Number, Election and Term of Trustees

a. The authorized number of Trustees shall be fifteen (15) until changed by amendment of these Bylaws.

b. Each of the following persons shall occupy automatically a position with the Board of Trustees of the corporation, ex officio with right to vote:

(1) Two (2) parents of students then attending IDEA Academy, each of whom shall be elected by the majority vote of those parents of students then attending IDEA Academy present and voting at the annual meeting of the corporation.

(2) Four (4) at large members, each of who shall be elected at the Annual Meeting, by the majority vote of the members.

(3) Two (2) members of the faculty of IDEA Public Charter School each of whom shall be elected by the faculty of the IDEA Public Charter School.

(4) Seven (7) at large members selected by the current Board of Trustees.

(5) The Director of the IDEA Public Charter School will be a non-voting member of the Board and serve ex-officio as secretary of the Board,

c. The terms of the board members will be staggered. The members of the *initial* Board of Trustees for the Academy will be selected by the incorporators and are set forth in Appendix _____. Four of the initial Trustees will serve a three-year term through the 2001/2002 school year and three will serve a two-year term through the 2000/2001 school year. Each Trustee who is appointed or elected by virtue of holding another position as described above, shall continue as a Trustee of the corporation so long as they hold such other position. Each person who was elected as a Trustee by virtue of being a parent with one or more children attending the IDEA Public Charter School shall automatically be deemed to have resigned and be removed from the Board at any time which at least one child of such person no longer attends IDEA. If a child of a board member graduates from IDEA during the term of the parent, the parent will be allowed to complete his or her term.

Section 4.4 Resignation and Removal

Subject to the provisions of the Washington, DC Nonprofit Public Benefit Corporation Law, any Trustee may resign effective upon giving written notice to the Chairman or the Secretary or the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Trustee may be removed without cause by a majority of the Trustees then in office.

Section 4.5 Vacancies

a. A Board vacancy or vacancies shall be deemed to exist if any Trustee dies, resigns, or is removed, or if the authorized number of Trustees is increased.

b. The Board may declare vacant the office of any Trustee who has been convicted of a felony, or has been found to have breached any duty arising under the Washington, DC Nonprofit Public Benefit Corporation Law or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend three (3) or more meetings of the Board of Trustees in any calendar year, without reasonable excuse.

c. Any member of the Board may initiate removal of a Trustee for one or more of the reasons listed in Section 4.5.b above. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Trustee whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board of Trustees shall be taken in public.

d. A vacancy on the Board shall be filled in the same manner of selection as that used to select the Trustee whose office is vacant, provided that vacancies to be filled by election by Trustees may be filled by a majority of the remaining Trustees, although less than a quorum.

e. No reduction of the authorized number of Trustees shall have the effect of removing any Trustee before the expiration of the Trustee's term of office.

f. The members of the Board will select the officers of the Board. The officers will be Chairman, Vice-Chairman, Secretary and Treasurer. The term of office shall be for one year. In case of dismissal or resignation from the Board or other vacancies on the Board, volunteers will be asked to apply and serve the remainder of the term for that particular Board member. The Board may choose not to reorganize at the time of seating the new board member. Attendance at Board meetings is mandatory. Missing three(3) meetings in a row without reasonable notification to the Secretary will result in immediate dismissal from the Board.

g. Operation of the Board. The Board will meet at least once a month to discuss the Public Charter School's operation and hear reports from each Board member, consider and adopt policies and consider requests and concerns from parents, students and teachers. A majority vote of those present at a Board meeting will constitute action by the Board.

Section 4.6 Place of Meetings

Meetings of the Board may be held at the principal office of the corporation or at any other place that has been designated in the notice of the meeting or, if there is no notice, by resolution of the Board.

Section 4.7 Annual Meeting

The Board shall hold an annual meeting for the purposes of organization, selection of Trustees and officers, and the transaction of other business.

Section 4.8 Regular Meetings

Regular meetings of the Board, including the annual meeting, shall be held without call or notice on such dates and at such times and places as may be from time to time fixed by the Board.

Section 4.9 Special Meetings

- a. The Chairman of the Board or the Vice-Chairman may call special meetings of the Board for any purpose (s) at any time
- b. Special meetings of the Board may be held only after each Trustee has received four (4) days notice by first class mail or forty-eight (48) hours notice given personally or by telephone, telegraph, telex, fax or other similar means of communication.
- c. Any such notice shall be addressed or delivered to each Trustee at the Trustee's address as it is shown on the records of the corporation or as may have been given to the corporation by the Trustee for purposes of notice or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the Trustees are regularly held.
- d. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail postage prepaid. Any other written notices shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

Section 4.10 Retirements Applicable to Meetings

Notwithstanding, any other requirements contained in these Bylaws, all meetings of the corporation shall be held in compliance with all applicable requirements of the Washington, DC School District.

Section 4.11 Quorum and Voting

Eight (8) of the authorized Trustees then in office shall constitute a quorum. The Board shall attempt to reach a general consensus on all actions before the Board; provided, however, that 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 an act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the

withdrawal of Trustees, if any action taken is approved by at least a majority of the required quorum for such meeting. Trustees may not vote by proxy.

Section 4.12 Waiver of notice

Notice of a meeting need not be given to any Trustee who signs a waiver of notice, a written consent to the holding of the meeting, an approval of the minutes of the meeting whether before or after the meeting, or who attends the meeting without protesting the lack of notice prior thereto or at its commencement. All such waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 4.13 Adjournment

A majority of the Trustees present, whether or not a quorum is present, may adjourn any Trustees' meeting to another time and place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the Trustees who were not present at the time of the adjournment.

Section 4.14 Rights of Inspection

Every Trustee has the absolute right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal state or local law.

Section 4.15 Fees and Compensation

Trustees shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Trustee's actual and necessary expenses incurred in the conduct of the corporation's business. The corporation shall carry liability insurance covering the Trustees and officers of the corporation as described in the Charter in the conduct of the corporation's business.

Section 4.16 Restriction of Interested Trustees

Not more than forty-nine percent (49%) of the persons serving on the Board at any time may be interested persons. An interested person is (a) any person compensated by the

corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor or otherwise excluding any reasonable compensation paid to a Trustee as a Trustee; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation

Section 4.17 Standard of Care

- a. A Trustee shall perform all duties of a Trustee, including duties as a member of any committee of the Board on which the Trustee may serve, in good faith, in a manner such Trustee believes to be in the best interests of the corporation and with such care, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances
- b. In performing the duties of a Trustee, a Trustee may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:
- (1) One or more officers or employees of the corporation whom the Trustee believes to be reliable and competent in the matters presented;
 - (2) Legal counsel, independent accountants or other persons as to matters that the Trustee believes to be within such person's professional or expert competence; or
 - (3) A committee of the Board upon which the Trustee does not serve as to matters within its designated authority, provided the Trustee believes that the committee merits confidence and the Trustee acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
- c. Except with respect to assets that are directly related to the corporation's charitable programs, the Board shall avoid speculation in investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the corporation's investments. Instead, the Board is to consider the permanent disposition of the funds, the probable income, and the probable safety of the corporation's capital and is to comply with the express terms of the instrument or agreement, if any, pursuant to which the assets were contributed to the corporation.

ARTICLE 5 OFFICERS

Section 5.1 Officers

The officers of the corporation shall be a Director and an Assistant Director. The corporation may also have, at the discretion of the Board, a chairman and Vice chairman and such other officers as may be elected or appointed.

Section 5.2 Election

The officers of the corporation shall be chosen at the annual meeting of the Board and shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal or other disqualification from service, or until their respective successors shall be elected.

Section 5.3 Subordinate Officers

The Board may elect, and may empower the Director to appoint, such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

Section 5.4 Removal

The Board may remove any officer, either with or without cause, at any time or, except for an officer chosen by the Board, by any officer upon whom the Board may confer such power of removal. Any such removal shall be without prejudice to the rights, if any of officers under any contract of employment.

Section 5.5 Resignation

Any officer may resign at any time by giving written notice to the Board; such resignation may not prejudice the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or later specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5.6 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 5.7 Director

Subject to such powers, if any, as may be given by the Board to the chairman of the Board, if there is such an officer, the Director is the general manager and chief executive officer of the corporation and has, subject to the control of the Board, general supervision, direction and control of the business and officers of the corporation. The Director has the general management powers and duties usually vested in the office of president and general manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board and as are described in the Charter.

Section 5.8 Assistant Director

In the absence or disability of the Director, the Assistant Director, if any is appointed shall, perform all the duties of the Director and, when so acting, shall have all the powers and be subject to all the restrictions upon, the Director. The Assistant Director shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 5.9 Secretary

a. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in Washington, DC, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Trustees and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.

b. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings, shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the

Section 7. 5 Persons Liabe and Extent of Liability

If a self-dealing transaction has not been approved as provided above, the interested Trustee(s) may be required to do such things and pay such damages as a court may *provide* as an equitable and fair remedy to the corporation, considering any benefit received by it and whether or not the interested Trustee(s) acted in good faith and with the intent of the best interests of the corporation

Section 7. 6 Statute of Limitations

An action to remedy an improper self-dealing transaction, brought by a proper party under the Washington, DC Nonprofit Public Benefit Corporation Law, must be commenced either:

- a. Within two (2) years after written notice putting forth the material facts of the transaction and the interested Trustee's interest in it was filed with the Corporation Counsel in accordance with the Washington, DC Corporation Counsel's regulations; or
- b. If no such notice is filed, within three (3) years after the transaction occurred, except that the Corporation Counsel shall have ten (10) years after the transaction occurred within which to file an action.

Section 7.7 Corporate Loans and Advances

The corporation shall not make any loan of money or property to or guarantee the obligation of any Trustee or officer, unless approved by the Corporation Counsel; provided, however, that the corporation may advance money to a Trustee or officer of the corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or Trustee, if in the absence of such advance, such Trustee or officer would be entitled to be reimbursed for such expenses by the corporation, its parent or any subsidiary.

Section 7.8 Annual Statement of Certain Transactions

The annual statement required by the Washington, DC Nonprofit Public Benefit Corporation Law shall be furnished to the Trustees for any fiscal year in which a transaction or indemnification of the kind described in a. or b. below took place:

- a. A transaction in which the corporation or a parent or subsidiary was a party and a Trustee or officer of the corporation or a parent or subsidiary or a holder of more than ten percent (10%) of the voting power of the corporation or a parent or subsidiary had a direct or indirect material financial interest and which involved Fifty Thousand Dollars (\$50,000) or more or which was one of a number of such transactions which involved the same interested person and which amounted in the aggregate to Fifty Thousand Dollars (\$50,000) or more, or

b Any indemnification or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the fiscal year to any officer or Trustee of the corporation or a parent or subsidiary.

Such statement shall be mailed or delivered to the Trustees within one hundred twenty (120) days after the close of the corporation's fiscal year.

ARTICLE 8

OTHER PROVISIONS

Section 8.1 Validity of Instrument

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by the Chairman or Vice-Chairman and the Secretary or Treasurer of the corporation, unless the other person has actual knowledge that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner and from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

Section 8.2 Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the General Provisions of the Washington, DC Nonprofit Corporation Law and in the Washington, DC Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural as the context requires, and the word "person" includes both the corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provision.

Section 8.3 Authority to Vote Securities

The Chairman, or any other officer(s) authorized by the Board is authorized to vote, represent and exercise on behalf of the corporation rights incident to any and all voting securities of any other corporation(s) standing in the name of this corporation. The authority granted herein may be exercised either in person or by any person authorized to do so by proxy or by power of attorney executed by the Chairman or authorized officer.

Section 8.4 Fiscal Year

The Board shall set the fiscal year of the corporation.

Section 8.5 Conflict of Interest

Any Trustee, officer, key employee, or committee member having an interest in a contract or other transaction presented to the Board or a committee thereof for authorization, approval or ratification shall make a prompt, firm and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influences on, nor participate (other than to present factual information or to respond to questions) in the discussion or deliberations with respect to, such contract or transaction. The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

- a. Regular annual statements from Trustees, officers, key employees to disclose existing and potential conflict in interest; and
- b. Corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this Section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the corporation, or is a Trustee, officer or key employee who has a significant financial or influential interest in the entity contracting or dealing with the corporation.

Section 8.6 Interpretation of Charter

In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of these Bylaws shall control.

ARTICLE 9

INDEMNIFICATION OF AGENTS OF THE CORPORATION;

PURCHASE OF LIABILITY INSURANCE

Section 9.1 Definitions

For the purpose of this Article, "agent" means any person who is or was a Trustee, officer, employee or other agent of this corporation, or is or was serving at the request of this corporation as a Trustee, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a Trustee, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor or corporation; "proceeding" means any threatened, pending or completed action or proceeding, whether civil criminal administrative or investigative; and "expenses" includes without limitation, attorneys' fees and any expenses of establishing a right to indemnification under this Article.

Section 9.2 Indemnification of Agents

a. This corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action brought under the Washington, DC Nonprofit Public Benefit Corporation Law, or an action brought by the Corporation Counsel of Washington, DC or a person granted relator status by the Corporation Counsel of Washington, DC for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of this corporation, against expenses, judgment, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this corporation and, in the case of a criminal proceeding, such person had no reasonable cause to believe his or her conduct was unlawful. The termination of any proceeding by judgement, order, settlement, conviction or upon a plea of *no lo contendre* or its equivalent shall not, of itself create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation, nor that the person had reasonable cause to believe that the person's conduct was unlawful.

b. This corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending or completed action by or in the right of this corporation, or brought under the Washington, DC Nonprofit Public Benefit Corporation Law, or brought by the Corporation Counsel of Washington, DC or a person

granted relator status by the Corporation Counsel of Washington, DC for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of this corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of this corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section 9 2 b.:

(1) In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this corporation in the performance of such person's duty to this corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

(2) Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

(3) Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval unless it is settled with the approval of the Corporation Counsel of Washington, DC.

c. To the extent that an agent of this corporation has been successful on the merits in defense of any proceeding referred to in subsection a. or b. of this Section 9.2 or in defense of any class issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

d. Except as provided in subsection c. of this Section 9.2, any indemnification under this Section 9.2 shall be made by this corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in subsection a. or b. of this Section 9.2, by:

(1) A majority vote of a quorum consisting of Trustees who are not parties to such proceeding; or

(2) The court in which such proceeding is or was pending, upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense whether or not such application by the agent, attorney or other person is opposed by this corporation.

e. Expenses incurred in defending any proceeding may be advanced by this corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be

determined ultimately that the agent is entitled to be indemnified as authorized by this Section 9.2

f. No provision made by this corporation to indemnify its or its subsidiaries Trustees or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, these Bylaws a resolution of the Trustees, an agreement or otherwise, shall be valid unless consistent with this Section 9.2. Nothing contained in this Section 9.2 shall affect any right to indemnification to which persons other than such Trustees and officers may be entitled by contract or otherwise.

g. No indemnification or advance shall be made under this Section 9.2, except as provided in Section 9.2 c. or Section 9.2 d.(2) hereof in any circumstances where it appears:

(1) That it would be inconsistent with a provision of the Articles of Incorporation, these Bylaws or an agreement in effect at the time of accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

(2) That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 9.3 Purchase of Liability Insurance

Upon and in the event of a determination by the Board to purchase such insurance, this corporation may purchase and maintain insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any agent of this corporation for violation of the Washington, DC Nonprofit Public Benefit Corporation Law.

Section 9.4 Non-Applicable to Fiduciaries of Employee Benefit Plans

This Article 9 does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent, as defined in Section 9-1, of the employer corporation. The corporation shall only have the power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by the Washington, DC General Corporation Law.

**ARTICLE 10
AMENDMENTS**

Section 10.1 Bylaws

These Bylaws will be reviewed at least once every four (4) years and shall be documented as to the date of such review. New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board.

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the elected and acting Secretary of IDEA Academy, Incorporated, a Washington, DC nonprofit public benefit corporation, and that the foregoing Bylaws, comprising 21 pages constitute the Bylaws of such corporation as adopted at a meeting of the Board of Trustees held on _____.

IN WITNESS WHEREOF, I have signed my name and affixed the seal of the corporation to this certificate on _____.

Secretary

Witness

ARTICLES OF AMENDMENT
TO
ARTICLES OF INCORPORATION
OF THE

INTEGRATED DESIGN ELECTRONICS ACADEMY

To: Department of Consumer and Regulatory Affairs
Corporation Division
614 H Street N.W.
Washington, D.C. 20001

Pursuant to the provisions of the District of Columbia non-profit Corporation Act, the undersigned adopts the following Articles of Amendment to its Articles of Incorporation:

FIRST The name of the corporation is: INTEGRATED DESIGN ELECTRONICS ACADEMY

SECOND The following amendment of the Articles of Incorporation was adopted by the Corporation in the manner prescribed by the District of Columbia Non-profit Corporation Act: Change the corporation's name to INTEGRATED DESIGN ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL and change the word "chartered" in article 3 to "charter"

THIRD The amendment was adopted in the following manner: "The amendment was adopted by a consent in writing signed by all members entitled to vote with respect hereto"

Date 30 Jan 98 Integrated Design Electronics Academy Public Charter School

B

EXECUTIVE DIRECTOR/PRESIDENT

ATTEST:

FEB 25 1998

WIA

STATEMENT

This is to confirm that on January 9, 1998 a majority vote by the Board of Trustees agreed to change the name of the INTEGRATED DESIGN ELECTRONICS ACADEMY to the INTEGRATED DESIGN ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL.

[REDACTED]
Date 1-9-98

Glenda Patten

[REDACTED]
Date 1-13-98
[REDACTED]

STATEMENT

This is to confirm that on January 9, 1998 a majority vote by the Board of Trustees agreed to change the name of the INTEGRATED DESIGN ELECTRONICS ACADEMY to the INTEGRATED DESIGN ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL.

[REDACTED]

Gregory P. Patten

Date 1-9-98

[REDACTED]

Marvin Brown

Date 1-13-98

APPENDIX

5

IDEA Founding Group (Vitaes, Resumes)

APPENDIX

6

**Budget – Two-Year School (Includes One-Year Budget
& Startup Costs)**

APPENDIX

7

Budget – Five-Year Projection

CONTRACTUAL AGREEMENT

BETWEEN

THE DISTRICT OF COLUMBIA BOARD OF EDUCATION

AND

**THE BOARD OF TRUSTEES OF THE INTEGRATED DESIGN
ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL**

July 1, 1998

**CONTRACTUAL AGREEMENT BETWEEN
THE DISTRICT OF COLUMBIA BOARD OF EDUCATION
AND THE
BOARD OF TRUSTEES OF THE INTEGRATED DESIGN ELECTRONICS
ACADEMY PUBLIC CHARTER SCHOOL**

The District of Columbia Board of Education (Board) herewith grants a charter for the establishment of the Integrated Design Electronics Academy Public Charter School (School), effective on July 1, 1998. Such charter shall remain in force for a period of fifteen years, through June 30, 2013, pursuant to the *D. C. School Reform Act of 1995, as amended*, (*School Reform Act*) and pending availability of funding, unless revoked by the Board pursuant to provisions of the *School Reform Act*. Such charter may be renewed by the Board upon submission of an appropriate application for renewal by the Board of Trustees (Trustees) of the School and appropriate review and action by the Board, pursuant to §2212 of the *School Reform Act*. The Board shall review the School once every 5 years, beginning on the date that is 5 years after the date on which the charter is granted or renewed, to determine whether the charter should be revoked for the reasons described in § 2213 (a)(1)(B) in accordance with the procedures for such revocation established under §2213(c) of the *School Reform Act*.

This contract and the approved application for the School, properly amended and submitted as required by the Board, shall constitute a legal and binding agreement between the Trustees and the Board.

Section I: GENERAL

- A. The School shall comply with all terms and provisions of its charter and subsequent amendments approved by the Board, provisions of the *School Reform Act*, and all other pertinent federal and District statutes.
- B. Should the School seek to revise its charter, the school shall prepare a petition for approval of the revision(s) and submit the petition to the Board. The provisions of the *School Reform Act*, §2203.(c)(10) shall apply to such a petition for revision(s) in the same manner as such provisions apply to a petition to establish a public charter school.
- C. Reports submitted to the Board by the School shall be approved by the Trustees and shall bear the signature of the Chairperson of the Trustees.

**Section II: FOCUS OF THE INTEGRATED DESIGN ELECTRONICS
ACADEMY PUBLIC CHARTER SCHOOL**

- A. The School shall integrate academic and vocational course work using the JROTC Program for team work and leadership. A solid background in mathematics, science and English will be stressed so that students will be able to score well on academic assessments as well as prepare themselves for higher education and the world of work.
- B. The School will serve approximately 150 students in grades 9 through 12 in SY 1998-1999, increasing to 175 students in SY 1999-2000, 220 students in SY 2000-2001, and to 225 students in SY 2001-2002, the maximum number of students to be enrolled under the terms of this charter.

Section III: BOARD OF TRUSTEES

- A. The School shall be governed by a Board of Trustees, whose number shall not exceed fifteen (15), in a manner consistent with the *School Reform Act* and provisions of the approved charter. (*School Reform Act*, §2204(c)(6)).

- B. The Trustees shall be established pursuant to §2205 of the *School Reform Act*. The first (interim) Trustees shall be established not later than May 29, 1998, and shall exercise all of the powers and shall be subject to all of the duties of a Board of Trustees.

The Trustees shall be elected or selected pursuant to §2205 of the *School Reform Act* on the earliest practicable date, but not later than 30 days, after classes at the School have commenced.

- C. The Trustees shall be fiduciaries of the School and shall set overall policy for the School. The Trustees may make final decisions on matters related to the operation of the School, consistent with its charter, the *School Reform Act*, and other applicable laws.
- D. The Trustees are held accountable to and by the Board for ensuring that the School provides a sound educational program, ensures the health, safety and security of students, employees, and guests of the School, and adheres to all provisions of its charter and all pertinent District and federal regulations.
- E. The Trustees shall ensure that their fiduciary responsibilities are not compromised by the appointment of such trustees to salaried positions in the School, thus resulting in a conflict of interest. Exceptions may be in the election/selection of teacher representatives to serve as Trustees.
- F. The Trustees recognize the Board as the eligible chartering authority with legal responsibility for:
1. Monitoring the operations of the School,
 2. Ensuring that the School complies with applicable laws and the provisions of the charter granted to such school; and
 3. Monitoring the progress of the School in meeting student academic achievement expectations specified in the charter granted to the School.
- G. The Board, as the eligible chartering authority, may require the School to produce any book, record, paper, or document, if the Board determines that such production is necessary for the eligible chartering authority to carry out its functions under the *School Reform Act*.
- H. The name, address, telephone number and a resume of each member of the Trustees shall be submitted to the Board within five days of establishment of the Trustees, and such information shall be updated within five days of any change in the directory information or membership on the Trustees.

Section IV: EDUCATIONAL PROGRAM

- A. The School shall implement an educational program that provides students with the knowledge, proficiency, and skills needed to become nationally and internationally competitive students and educated individuals in the 21st century; and to perform competitively on any district-wide assessments. (*School Reform Act, §2202(3)*).
- B. Not later than August 31, 1998, the School shall submit the content and performance standards by grade level/instructional level for student achievement and advancement. The School's curricula shall be available for Board review not later than August 31, 1998.
- C. The School shall monitor and report student progress on at least a quarterly basis and shall provide the necessary services to support students' academic success and overall development. The School shall achieve both the academic and nonacademic goals outlined in its charter.
- D. The School, for the purposes of Part B of the Individuals With Disabilities Act (IDEA) and the Rehabilitation Act of 1973, has elected to be treated as an LEA and shall take the necessary action to ensure that identified students are provided an appropriate education. Not later than July 31, 1998, the School shall submit a plan that outlines the process for delivery of full services from the point of referral through evaluation/assessment, development of Individualized Education Plans (IEP's), and delivery of special education and related services to identified students.

Section V. STUDENT ASSESSMENT

- A. Students enrolled in the School shall participate in any District-wide assessments.
- B. Not later than August 31, 1998, the School shall submit a description of the manner in which the school will conduct any district-wide assessments. (*School Reform Act, §2202(1)*).

Section VI. TUITION, FEES AND PAYMENTS

- A. Pursuant to the *School Reform Act, §2204(c)(2)*, the School, with the exception of nonresident students, shall not impose fees or otherwise require payment for participation in any program, educational offering, or activity that:
 - 1. enrolls students in any grade from 9 through grade 12; or
 - 2. is funded in whole or part through an annual local appropriation.

- B. The School may impose fees or otherwise require payment, at rates established by the Trustees of the School, for any program, educational offering, or activity not described in 1 or 2 above, including adult education programs, or for field trips or similar activities.
- C. The School shall apply the nonresident tuition rates established by the District of Columbia Public School System for the enrollment of nonresident students. (*School Reform Act, §2206(e)*).

Section VII: ACCOUNTABILITY

- A. The School shall develop a local school accountability plan with measurable performance targets for at least a five-year period. Such plan shall include baseline data and indicators of incremental gains on at least an annual basis for each management goal area and for the academic and nonacademic goals and objectives established for the student population. The accountability plan shall be submitted not later than July 29, 1998, with the specific targets for student achievement to be appended upon the acquisition of baseline data from the initial academic assessment of students.
- B. The Board shall conduct a monitoring site visit to the School not less than once in each academic quarter during the School's first year of operation and not less than once in each academic semester in subsequent years, for the purpose of fulfilling its oversight responsibilities, pursuant to §2211 of the *School Reform Act*.

Section VIII: FACILITY

- A. By June 30, 1998, the School shall submit to the Board documentation that an appropriate facility has been acquired for the School, including (I) a description of the site where the School will be located, any buildings on the site, and any buildings proposed to be constructed on the site, and (II) information demonstrating that the eligible applicant has acquired title to, or otherwise secured the use of the facility. (*School Reform Act, §2202*).

The Phelps High School has been approved as a site for the School until the School can identify a permanent location. Upon execution, the Use Agreement shall serve as documentation that a facility has been acquired. The School has submitted the letter of approval from the Office of the Chief Operating Officer, DCPS.

The School also is in negotiations with Southeastern University for a facility.

- B. The School shall provide to the Board documentation of inspection and approval of the facility by the District of Columbia Government building inspector and a certificate of occupancy from the Department of Consumer and Regulatory Affairs prior to the first day of School for teachers should the School elect not to use a DCPS facility.

Section IX: BACKGROUND CHECKS

- A.** The School shall ensure the conduct of a background check/clearance of all employees and volunteers, the results of which shall be received by the School prior to the first day on which such employee or volunteer is scheduled to report for duty/work.
- B.** Background reports for all employees and volunteers shall be made available to the Board during its monitoring visits. In cases in which the report revealed criminal activity by persons to be hired or accepted as volunteers by the school, a copy of the report shall be submitted to the Board within 24 hours of receipt by the school.

Section X: DISTRICT OF COLUMBIA PUBLIC SCHOOL SYSTEM SERVICES

The School shall identify services needed from the District of Columbia Public School System in the following school year, not later than June 15, 1998 for SY 1998-99, and not later than February 15th in ensuing years (unless multi-year contracts have been executed), initiate negotiations with the Superintendent of Schools for services and compensation for such services with a goal toward achieving mutual agreement and a signed contract not later than July 15th. (School Reform Act, §2209).

Section XI: ARTICLES OF INCORPORATION

The Trustees shall file with the District Government by May 29, 1998, following final review by the Board, Articles of Incorporation and By-Laws of the School. *A public charter school shall be nonsectarian and shall not be affiliated with a sectarian school or religious institution. A public charter school shall be organized under the District of Columbia Nonprofit Corporation Act (D. C. Code, sec. 29-501 et. seq.). (School Reform Act, §2204(c)(15) and (16)).*

Section XII: ACCREDITATION

The School shall initiate the accreditation process not later than forty-five days following the opening of the School and shall provide to the Board of Education copies of official documentation that such process has begun, reports of progress from the accrediting body, and immediate notification of any barriers to full accreditation or any potential for loss of full accreditation once achieved. The School shall obtain accreditation at the earliest possible date allowable by the accreditation body, but not later than five years of the initial opening date, and shall maintain full accreditation throughout the life of the charter. (School Reform Act, §2202(16)).

Section XIII: REPORTING REQUIREMENTS

A. Census

The School shall provide to the Board student enrollment data necessary for the Board to comply with Section 3 of Article II of the Act of February 4, 1925 (D.C. Code, sec. 31-404) (relating to the census of minors.) See *School Reform Act, §2204(c)(12)*.

B. Compulsory School Attendance

The School shall ensure adherence to provisions of D. C. Law 8-247, "District of Columbia Compulsory School Attendance Amendment Act of 1990," section 4 of which is highlighted below:

"The principal or head teacher of each public, independent, private, or parochial school, and each teacher who gives private instruction, shall, in accordance with the rules adopted by the Board pursuant to Title I of the APA, report to the Board the name, address, sex, and date of birth of each minor who resides permanently or temporarily in the District who transfers between schools or who enrolls in or withdraws from his or her school."

C. Membership/Calculation of Number of Students

1. Not later than September 15th of each year, the School shall calculate and report to the Board, on a form to be provided by the Board, the following student membership information: (*School Reform Act, §2402*).

(a) The number of students, including nonresident students and students with special needs, enrolled in each grade from grade nine through grade twelve.

(b) The amount of fees and tuition assessed and collected from the nonresident students described in (a) above.

2. Not later than March 15th of each year, the School shall submit to the Board a report of student membership in the same form and manner as described in Section 1 above. (*School Reform Act, §2402*).

D. Annual Report

The Trustees shall submit to the Board, not later than July 15th of each year an annual report of progress for the academic year ending on June 30th of that year. The contents of such report shall include, but may not be limited to, the following: (*School Reform Act, §2204(c)(11)*).

1. A report on the extent to which the school is meeting its mission and goals as stated in the approved petition for the School, including a discussion of annual and incremental gains toward long-range objectives;
2. Student performance on any district-wide assessments, including a discussion of pre- and post data comparisons as well as annual and longitudinal comparisons over the period of the charter;
3. Grade advancement for students enrolled in the public charter, including a discussion of annual and longitudinal comparisons over the period of the charter;
4. Graduation rates, college admission test scores, and college admission rates including a discussion of annual and longitudinal comparisons over the period of the charter;
5. Types and amounts of parental involvement;
6. Official student enrollment;
7. Average daily attendance;
8. Average daily membership;
- *9. A financial statement audited by an independent certified public accountant in accordance with Government auditing standards for financial audits issued by the Comptroller General of the United States;
10. A report on school staff indicating the qualifications and responsibilities of such staff; and
11. A list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the year that is the subject of the report.

Data described in items 1 through 8 and 10 above shall not identify the individuals to whom the data pertain.

**Shall be submitted by November 15th (45 days after September 30th - close of the fiscal year.)*

The annual report shall be organized with a table of contents and identified appendices, as needed.

The Trustees shall submit twenty copies of the annual report to the Board and shall make such report available for review by the community.

E. Annual Audits

The Trustees of the School shall submit to the Board by November 15th (45 days following the end of the fiscal year on September 30th) audit reports for the preceding fiscal year as follows: *(School Reform Act, §2202(6)(A)).*

1. Financial statement
2. Administrative operations
3. Programmatic operations

The School may elect to use information from the Board's Monitoring Report to meet the requirements of 2 and 3 above.

Section XIV: FEES

By November 15th of each year, the School shall pay to the Board a fee in the amount of one-half of one percent of the annual budget of the School, to cover the cost of undertaking the on-going administrative responsibilities of the Board, the eligible chartering authority. (School Reform Act, §2211(b)).

Section XV: CONTRACTING AUTHORITY

DC School Reform Act of 1995, §2204(c)

(A) Notice Authority. - Except in the case of an emergency (as determined by the eligible chartering authority of a public charter school), with respect to any contract proposed to be awarded by the public charter school and having a value equal to or exceeding \$10,000, the school shall publish a notice of a request for proposals in the District of Columbia Register and newspapers of general circulation not less than 30 days prior to the award of the contract.

(B) Submission to the Authority. -

- (i) Deadline for Submission. - With respect to any contract described in subparagraph (A) that is awarded by a public charter school, the school shall submit to the Authority, not later than 3 days after the date on which the award is made, all bids for the contract received by the school, the names of the contractor who is awarded the contract, and the rationale for the award of the contract.*
- (ii) Effective Date of Contract. --*
 - (I) In General. - Subject to subclause (II), a contract described in subparagraph (A) shall become effective on the date that is 15 days after the date the school makes the submission under clause (i) with respect to the contract, or the effective date specified in the contract, whichever is later.*
 - (II) Exception. - A contract described in subparagraph (A) shall be considered null and void if the Authority determines, within 12 days of the date the school makes the submission under clause (i) with respect to the contract, that the contract endangers the economic viability of the public charter school.*

Section XVI: APPLICATION FOR CHARTER RENEWAL

Should the Trustees of the School desire to renew the charter, the Trustees shall file an application to renew the charter with the Board not later than 120 days nor earlier than 365 days before the expiration of the charter. The application shall contain the following: (School Reform Act, §2212).

- A. A report on the progress of the School in achieving the goals, student achievement expectations and other terms of the approved charter.
- B. All audited financial statements of the School for the preceding 4 years.

Section XVII: ANNUAL PAYMENTS

The Board and the Trustees understand that pursuant to the School Reform Act, §2403, the following shall apply:

(A) INITIAL PAYMENT. - In General. - Except as provided in clause (ii), not later than October 15 of each year, the Mayor shall transfer, by electronic funds, an amount equal to 75 percent of the amount of the annual payment for each public charter school determined by using the formula established pursuant to section 2401(b) of the School Reform Act to a bank designated by such school.

(ii) REDUCTION IN CASE OF NEW SCHOOL. - In the case of a public charter school that has received a payment under subsection (b) in the fiscal year immediately preceding the fiscal year in which a transfer under clause (i) is made, the amount transferred to the school under clause (i) shall be reduced by an amount equal to 75 percent of the amount of the payment under subsection (b).

(B) FINAL PAYMENT. - (i) Except as provided in clauses (ii) and (iii), not later than May 1 of each year, the Mayor shall transfer the remainder of the annual payment for a public charter school in the same manner as the initial payment was made under subparagraph (A).

(ii) ADJUSTMENT FOR ENROLLMENT. - Not later than March 15 of each year, if the enrollment number of a public charter school has changed from the number reported to the Mayor and the Board of Education, as required under section 2402(a), the Mayor shall increase the payment in an amount equal to 50 percent of the amount provided for each student who has enrolled in such school in excess of such enrollment number, or shall reduce the payment in an amount equal to 50 percent of the amount provided for each student who has withdrawn or dropped out of such school below such enrollment number.

(iii) REDUCTION IN CASE OF NEW SCHOOL. - In the case of a public charter school that has received a payment under subsection (b) in the fiscal year immediately preceding the fiscal year in which a transfer under clause (i) is made, the amount transferred to the school under clause (i) shall be reduced by an amount equal to 25 percent of the amount of the payment under subsection (b).

(b) PAYMENTS TO NEW SCHOOLS. - (3)(A) IN GENERAL. - Not later than June 1, 1998, and not later than June 1 of each year thereafter, the Chief Financial Officer of the District of Columbia shall pay from the New Charter School Fund, to each public charter school described in paragraph (5), an amount equal to 25 percent of the amount yielded by multiplying the uniform dollar amount used in the formula established under section 2401(b) by the total anticipated enrollment as set forth in the petition to establish the public charter school.

Section XVIII: REVOCATION

A. Charter or Law Violations; Failure to Meet Goals (*School Reform Act, §2213*)

- (1) In general subject to paragraph (2), the Board, as an eligible chartering authority that has granted a charter to a public charter school, may revoke the charter if the Board determines that the school --

(A) committed a violation of applicable laws or a material violation of the condition, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities, or

(B) failed to meet the goals and student academic achievement expectations as set forth in the charter.

- (2) **SPECIAL RULE** -- an eligible chartering authority may not revoke a charter under paragraph (1)(B) except pursuant to a determination made through a review conducted under section 2212(a)(3)(B)

B. Fiscal Mismanagement (*School Reform Act, §2213*)

The Board as the eligible chartering authority shall revoke the charter of a school to which it has granted a charter if the Board determines 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; or
- (3) is no longer economically viable.

C. Revocation procedures shall adhere to the *School Reform Act, §2213*.

Signed this 1st day of July, 1998.

District of Columbia Board of Education

Trustees of the Integrated Design Electronics
Academy Public Charter School

ARTICLES OF AMENDMENT
TO
ARTICLES OF INCORPORATION
OF THE

INTEGRATED DESIGN ELECTRONICS ACADEMY

To: Department of Consumer and Regulatory Affairs
Corporation Division
614 H Street N.W.
Washington, D.C. 20001

Pursuant to the provisions of the District of Columbia non-profit Corporation Act, the undersigned adopts the following Articles of Amendment to its Articles of Incorporation:

FIRST The name of the corporation is: INTEGRATED DESIGN ELECTRONICS ACADEMY

SECOND The following amendment of the Articles of Incorporation was adopted by the Corporation in the manner prescribed by the District of Columbia Non-profit Corporation Act: Change the corporation's name to INTEGRATED DESIGN ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL and change the word "chartered" in article 3 to "charter"

THIRD The amendment was adopted in the following manner: "The amendment was adopted by a consent in writing signed by all members entitled to vote with respect hereto"

Date 30 Jan 98 Integrated Design Electronics Academy Public Charter School

B

EXECUTIVE DIRECTOR/PRESIDENT

ATTEST:

FEB 25 1998

WIA

STATEMENT

This is to confirm that on January 9, 1998 a majority vote by the Board of Trustees agreed to change the name of the INTEGRATED DESIGN ELECTRONICS ACADEMY to the INTEGRATED DESIGN ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL.

[REDACTED]
Date 1-9-98

Glenda Patten

[REDACTED]
Date 1-13-98

STATEMENT

This is to confirm that on January 9, 1998 a majority vote by the Board of Trustees agreed to change the name of the INTEGRATED DESIGN ELECTRONICS ACADEMY to the INTEGRATED DESIGN ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL.

[REDACTED]

Olivia Fulton

Date 1-9-98

[REDACTED]

Martha Brewster

Date 1-13-98

APPENDIX

5

IDEA Founding Group (Vitaes, Resumes)

APPENDIX

6

**Budget – Two-Year School (Includes One-Year Budget
& Startup Costs)**

APPENDIX

7

Budget – Five-Year Projection

CONTRACTUAL AGREEMENT

BETWEEN

THE DISTRICT OF COLUMBIA BOARD OF EDUCATION

AND

**THE BOARD OF TRUSTEES OF THE INTEGRATED DESIGN
ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL**

July 1, 1998

**CONTRACTUAL AGREEMENT BETWEEN
THE DISTRICT OF COLUMBIA BOARD OF EDUCATION
AND THE
BOARD OF TRUSTEES OF THE INTEGRATED DESIGN ELECTRONICS
ACADEMY PUBLIC CHARTER SCHOOL**

The District of Columbia Board of Education (Board) herewith grants a charter for the establishment of the Integrated Design Electronics Academy Public Charter School (School), effective on July 1, 1998. Such charter shall remain in force for a period of fifteen years, through June 30, 2013, pursuant to the *D. C. School Reform Act of 1995, as amended, (School Reform Act)* and pending availability of funding, unless revoked by the Board pursuant to provisions of the *School Reform Act*. Such charter may be renewed by the Board upon submission of an appropriate application for renewal by the Board of Trustees (Trustees) of the School and appropriate review and action by the Board, pursuant to §2212 of the *School Reform Act*. The Board shall review the School once every 5 years, beginning on the date that is 5 years after the date on which the charter is granted or renewed, to determine whether the charter should be revoked for the reasons described in § 2213 (a)(1)(B) in accordance with the procedures for such revocation established under §2213(c) of the *School Reform Act*.

This contract and the approved application for the School, properly amended and submitted as required by the Board, shall constitute a legal and binding agreement between the Trustees and the Board.

Section I: GENERAL

- A. The School shall comply with all terms and provisions of its charter and subsequent amendments approved by the Board, provisions of the *School Reform Act*, and all other pertinent federal and District statutes.
- B. Should the School seek to revise its charter, the school shall prepare a petition for approval of the revision(s) and submit the petition to the Board. The provisions of the *School Reform Act*, §2203,(c)(10) shall apply to such a petition for revision(s) in the same manner as such provisions apply to a petition to establish a public charter school.
- C. Reports submitted to the Board by the School shall be approved by the Trustees and shall bear the signature of the Chairperson of the Trustees.

**Section II: FOCUS OF THE INTEGRATED DESIGN ELECTRONICS
ACADEMY PUBLIC CHARTER SCHOOL**

- A. The School shall integrate academic and vocational course work using the JROTC Program for team work and leadership. A solid background in mathematics, science and English will be stressed so that students will be able to score well on academic assessments as well as prepare themselves for higher education and the world of work.
- B. The School will serve approximately 150 students in grades 9 through 12 in SY 1998-1999, increasing to 175 students in SY 1999-2000, 220 students in SY 2000-2001, and to 225 students in SY 2001-2002, the maximum number of students to be enrolled under the terms of this charter.

Section III: BOARD OF TRUSTEES

- A. The School shall be governed by a Board of Trustees, whose number shall not exceed fifteen (15), in a manner consistent with the *School Reform Act* and provisions of the approved charter. (*School Reform Act*, §2204(c)(6)).

- B. The Trustees shall be established pursuant to §2205 of the *School Reform Act*. The first (interim) Trustees shall be established not later than May 29, 1998, and shall exercise all of the powers and shall be subject to all of the duties of a Board of Trustees.

The Trustees shall be elected or selected pursuant to §2205 of the *School Reform Act* on the earliest practicable date, but not later than 30 days, after classes at the School have commenced.

- C. The Trustees shall be fiduciaries of the School and shall set overall policy for the School. The Trustees may make final decisions on matters related to the operation of the School, consistent with its charter, the *School Reform Act*, and other applicable laws.

- D. The Trustees are held accountable to and by the Board for ensuring that the School provides a sound educational program, ensures the health, safety and security of students, employees, and guests of the School, and adheres to all provisions of its charter and all pertinent District and federal regulations.

- E. The Trustees shall ensure that their fiduciary responsibilities are not compromised by the appointment of such trustees to salaried positions in the School, thus resulting in a conflict of interest. Exceptions may be in the election/selection of teacher representatives to serve as Trustees.

- F. The Trustees recognize the Board as the eligible chartering authority with legal responsibility for:

1. Monitoring the operations of the School;
2. Ensuring that the School complies with applicable laws and the provisions of the charter granted to such school; and
3. Monitoring the progress of the School in meeting student academic achievement expectations specified in the charter granted to the School.

- G. The Board, as the eligible chartering authority, may require the School to produce any book, record, paper, or document, if the Board determines that such production is necessary for the eligible chartering authority to carry out its functions under the *School Reform Act*.

- H. The name, address, telephone number and a resume of each member of the Trustees shall be submitted to the Board within five days of establishment of the Trustees, and such information shall be updated within five days of any change in the directory information or membership on the Trustees.

Section IV: EDUCATIONAL PROGRAM

- A. The School shall implement an educational program that provides students with the knowledge, proficiency, and skills needed to become nationally and internationally competitive students and educated individuals in the 21st century; and to perform competitively on any district-wide assessments. (*School Reform Act, §2202(3)*).
- B. Not later than August 31, 1998, the School shall submit the content and performance standards by grade level/instructional level for student achievement and advancement. The School's curricula shall be available for Board review not later than August 31, 1998.
- C. The School shall monitor and report student progress on at least a quarterly basis and shall provide the necessary services to support students' academic success and overall development. The School shall achieve both the academic and nonacademic goals outlined in its charter.
- D. The School, for the purposes of Part B of the Individuals With Disabilities Act (IDEA) and the Rehabilitation Act of 1973, has elected to be treated as an LEA and shall take the necessary action to ensure that identified students are provided an appropriate education. Not later than July 31, 1998, the School shall submit a plan that outlines the process for delivery of full services from the point of referral through evaluation/assessment, development of Individualized Education Plans (IEP's), and delivery of special education and related services to identified students.

Section V. STUDENT ASSESSMENT

- A. Students enrolled in the School shall participate in any District-wide assessments.
- B. Not later than August 31, 1998, the School shall submit a description of the manner in which the school will conduct any district-wide assessments. (*School Reform Act, §2202(1)*).

Section VI. TUITION, FEES AND PAYMENTS

- A. Pursuant to the *School Reform Act, §2204(c)(2)*, the School, with the exception of nonresident students, shall not impose fees or otherwise require payment for participation in any program, educational offering, or activity that:
 - 1. enrolls students in any grade from 9 through grade 12; or
 - 2. is funded in whole or part through an annual local appropriation.

- B. The School may impose fees or otherwise require payment, at rates established by the Trustees of the School, for any program, educational offering, or activity not described in 1 or 2 above, including adult education programs, or for field trips or similar activities.
- C. The School shall apply the nonresident tuition rates established by the District of Columbia Public School System for the enrollment of nonresident students. (*School Reform Act, §2206(e)*).

Section VII: ACCOUNTABILITY

- A. The School shall develop a local school accountability plan with measurable performance targets for at least a five-year period. Such plan shall include baseline data and indicators of incremental gains on at least an annual basis for each management goal area and for the academic and nonacademic goals and objectives established for the student population. The accountability plan shall be submitted not later than July 29, 1998, with the specific targets for student achievement to be appended upon the acquisition of baseline data from the initial academic assessment of students.
- B. The Board shall conduct a monitoring site visit to the School not less than once in each academic quarter during the School's first year of operation and not less than once in each academic semester in subsequent years, for the purpose of fulfilling its oversight responsibilities, pursuant to §2211 of the *School Reform Act*.

Section VIII: FACILITY

- A. By June 30, 1998, the School shall submit to the Board documentation that an appropriate facility has been acquired for the School, including (I) a description of the site where the School will be located, any buildings on the site, and any buildings proposed to be constructed on the site, and (II) information demonstrating that the eligible applicant has acquired title to, or otherwise secured the use of the facility. (*School Reform Act, §2202*).

The Phelps High School has been approved as a site for the School until the School can identify a permanent location. Upon execution, the Use Agreement shall serve as documentation that a facility has been acquired. The School has submitted the letter of approval from the Office of the Chief Operating Officer, DCPS.

The School also is in negotiations with Southeastern University for a facility.

- B. The School shall provide to the Board documentation of inspection and approval of the facility by the District of Columbia Government building inspector and a certificate of occupancy from the Department of Consumer and Regulatory Affairs prior to the first day of School for teachers should the School elect not to use a DCPS facility.

Section IX: BACKGROUND CHECKS

- A.** The School shall ensure the conduct of a background check/clearance of all employees and volunteers, the results of which shall be received by the School prior to the first day on which such employee or volunteer is scheduled to report for duty/work.
- B.** Background reports for all employees and volunteers shall be made available to the Board during its monitoring visits. In cases in which the report revealed criminal activity by persons to be hired or accepted as volunteers by the school, a copy of the report shall be submitted to the Board within 24 hours of receipt by the school.

Section X: DISTRICT OF COLUMBIA PUBLIC SCHOOL SYSTEM SERVICES

The School shall identify services needed from the District of Columbia Public School System in the following school year, not later than June 15, 1998 for SY 1998-99, and not later than February 15th in ensuing years (unless multi-year contracts have been executed), initiate negotiations with the Superintendent of Schools for services and compensation for such services with a goal toward achieving mutual agreement and a signed contract not later than July 15th. (School Reform Act, §2209).

Section XI: ARTICLES OF INCORPORATION

The Trustees shall file with the District Government by May 29, 1998, following final review by the Board, Articles of Incorporation and By-Laws of the School. *A public charter school shall be nonsectarian and shall not be affiliated with a sectarian school or religious institution. A public charter school shall be organized under the District of Columbia Nonprofit Corporation Act (D. C. Code, sec. 29-501 et. seq.). (School Reform Act, §2204(c)(15) and (16)).*

Section XII: ACCREDITATION

The School shall initiate the accreditation process not later than forty-five days following the opening of the School and shall provide to the Board of Education copies of official documentation that such process has begun, reports of progress from the accrediting body, and immediate notification of any barriers to full accreditation or any potential for loss of full accreditation once achieved. The School shall obtain accreditation at the earliest possible date allowable by the accreditation body, but not later than five years of the initial opening date, and shall maintain full accreditation throughout the life of the charter. (School Reform Act, §2202(16)).

Section XIII: REPORTING REQUIREMENTS

A. Census

The School shall provide to the Board student enrollment data necessary for the Board to comply with Section 3 of Article II of the Act of February 4, 1925 (D.C. Code, sec. 31-404) (relating to the census of minors.) See *School Reform Act, §2204(c)(12)*.

B. Compulsory School Attendance

The School shall ensure adherence to provisions of D. C. Law 8-247, "District of Columbia Compulsory School Attendance Amendment Act of 1990," section 4 of which is highlighted below:

"The principal or head teacher of each public, independent, private, or parochial school, and each teacher who gives private instruction, shall, in accordance with the rules adopted by the Board pursuant to Title I of the APA, report to the Board the name, address, sex, and date of birth of each minor who resides permanently or temporarily in the District who transfers between schools or who enrolls in or withdraws from his or her school."

C. Membership/Calculation of Number of Students

1. Not later than September 15th of each year, the School shall calculate and report to the Board, on a form to be provided by the Board, the following student membership information: (*School Reform Act, §2402*).

- (a) The number of students, including nonresident students and students with special needs, enrolled in each grade from grade nine through grade twelve.
- (b) The amount of fees and tuition assessed and collected from the nonresident students described in (a) above.

2. Not later than March 15th of each year, the School shall submit to the Board a report of student membership in the same form and manner as described in Section 1 above. (*School Reform Act, §2402*).

D. Annual Report

The Trustees shall submit to the Board, not later than July 15th of each year an annual report of progress for the academic year ending on June 30th of that year. The contents of such report shall include, but may not be limited to, the following: (*School Reform Act, §2204(c)(11)*).

1. A report on the extent to which the school is meeting its mission and goals as stated in the approved petition for the School, including a discussion of annual and incremental gains toward long-range objectives;
2. Student performance on any district-wide assessments, including a discussion of pre- and post data comparisons as well as annual and longitudinal comparisons over the period of the charter;
3. Grade advancement for students enrolled in the public charter, including a discussion of annual and longitudinal comparisons over the period of the charter;
4. Graduation rates, college admission test scores, and college admission rates including a discussion of annual and longitudinal comparisons over the period of the charter;
5. Types and amounts of parental involvement;
6. Official student enrollment;
7. Average daily attendance;
8. Average daily membership;
- *9. A financial statement audited by an independent certified public accountant in accordance with Government auditing standards for financial audits issued by the Comptroller General of the United States;
10. A report on school staff indicating the qualifications and responsibilities of such staff; and
11. A list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the year that is the subject of the report.

Data described in items 1 through 8 and 10 above shall not identify the individuals to whom the data pertain.

**Shall be submitted by November 15th (45 days after September 30th - close of the fiscal year.)*

The annual report shall be organized with a table of contents and identified appendices, as needed.

The Trustees shall submit twenty copies of the annual report to the Board and shall make such report available for review by the community.

E. Annual Audits

The Trustees of the School shall submit to the Board by November 15th (45 days following the end of the fiscal year on September 30th) audit reports for the preceding fiscal year as follows: *(School Reform Act, §2202(6)(A)).*

1. Financial statement
2. Administrative operations
3. Programmatic operations

The School may elect to use information from the Board's Monitoring Report to meet the requirements of 2 and 3 above.

Section XIV: FEES

By November 15th of each year, the School shall pay to the Board a fee in the amount of one-half of one percent of the annual budget of the School, to cover the cost of undertaking the on-going administrative responsibilities of the Board, the eligible chartering authority. (School Reform Act, §2211(b)).

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DC School Reform Act of 1995, §2204(c)

(A) Notice Authority. - Except in the case of an emergency (as determined by the eligible chartering authority of a public charter school), with respect to any contract proposed to be awarded by the public charter school and having a value equal to or exceeding \$10,000, the school shall publish a notice of a request for proposals in the District of Columbia Register and newspapers of general circulation not less than 30 days prior to the award of the contract.

(B) Submission to the Authority. -

- (i) Deadline for Submission. - With respect to any contract described in subparagraph (A) that is awarded by a public charter school, the school shall submit to the Authority, not later than 3 days after the date on which the award is made, all bids for the contract received by the school, the names of the contractor who is awarded the contract, and the rationale for the award of the contract.*
- (ii) Effective Date of Contract. --*
 - (I) In General. - Subject to subclause (II), a contract described in subparagraph (A) shall become effective on the date that is 15 days after the date the school makes the submission under clause (i) with respect to the contract, or the effective date specified in the contract, whichever is later.*
 - (II) Exception. - A contract described in subparagraph (A) shall be considered null and void if the Authority determines, within 12 days of the date the school makes the submission under clause (i) with respect to the contract, that the contract endangers the economic viability of the public charter school.*

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Should the Trustees of the School desire to renew the charter, the Trustees shall file an application to renew the charter with the Board not later than 120 days nor earlier than 365 days before the expiration of the charter. The application shall contain the following: (School Reform Act, §2212).

- A. A report on the progress of the School in achieving the goals, student achievement expectations and other terms of the approved charter.
- B. All audited financial statements of the School for the preceding 4 years.

Section XVII: ANNUAL PAYMENTS

The Board and the Trustees understand that pursuant to the School Reform Act, §2403, the following shall apply:

(A) INITIAL PAYMENT. - In General. - Except as provided in clause (ii), not later than October 15 of each year, the Mayor shall transfer, by electronic funds, an amount equal to 75 percent of the amount of the annual payment for each public charter school determined by using the formula established pursuant to section 2401(b) of the School Reform Act to a bank designated by such school.

(ii) REDUCTION IN CASE OF NEW SCHOOL. - In the case of a public charter school that has received a payment under subsection (b) in the fiscal year immediately preceding the fiscal year in which a transfer under clause (i) is made, the amount transferred to the school under clause (i) shall be reduced by an amount equal to 75 percent of the amount of the payment under subsection (b).

(B) FINAL PAYMENT. - (i) Except as provided in clauses (ii) and (iii), not later than May 1 of each year, the Mayor shall transfer the remainder of the annual payment for a public charter school in the same manner as the initial payment was made under subparagraph (A).

(ii) ADJUSTMENT FOR ENROLLMENT. - Not later than March 15 of each year, if the enrollment number of a public charter school has changed from the number reported to the Mayor and the Board of Education, as required under section 2402(a), the Mayor shall increase the payment in an amount equal to 50 percent of the amount provided for each student who has enrolled in such school in excess of such enrollment number, or shall reduce the payment in an amount equal to 50 percent of the amount provided for each student who has withdrawn or dropped out of such school below such enrollment number.

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(b) PAYMENTS TO NEW SCHOOLS. - (3)(A) IN GENERAL. - Not later than June 1, 1998, and not later than June 1 of each year thereafter, the Chief Financial Officer of the District of Columbia shall pay from the New Charter School Fund, to each public charter school described in paragraph (5), an amount equal to 25 percent of the amount yielded by multiplying the uniform dollar amount used in the formula established under section 2401(b) by the total anticipated enrollment as set forth in the petition to establish the public charter school.

Section XVIII: REVOCATION

A. Charter or Law Violations; Failure to Meet Goals (*School Reform Act, §2213*)

- (1) In general subject to paragraph (2), the Board, as an eligible chartering authority that has granted a charter to a public charter school, may revoke the charter if the Board determines that the school --

(A) committed a violation of applicable laws or a material violation of the condition, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities, or

(B) failed to meet the goals and student academic achievement expectations as set forth in the charter.

- (2) **SPECIAL RULE** -- an eligible chartering authority may not revoke a charter under paragraph (1)(B) except pursuant to a determination made through a review conducted under section 2212(a)(3)(B)

B. Fiscal Mismanagement (*School Reform Act, §2213*)

The Board as the eligible chartering authority shall revoke the charter of a school to which it has granted a charter if the Board determines 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; or
- (3) is no longer economically viable.

C. Revocation procedures shall adhere to the *School Reform Act, §2213*.

Signed this 1st day of July, 1998.

District of Columbia Board of Education

Trustees of the Integrated Design Electronics
Academy Public Charter School

Section 3.2 Associates

Nothing in this Article 3 shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member. Such individuals may originate and take part in the discussion on any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws, some or all of a member's rights, set forth in the Washington, DC Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of Trustees, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or Bylaws, but no such person shall be a member. The Board may also, but without establishing memberships, create an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

Section 3.3 Annual Meeting

The corporation shall hold an annual meeting each September for the purpose of electing Trustees and the transaction of other business.

ARTICLE 4

TRUSTEES(Board of Trustees)

Section 4.1 General Powers

Subject to the limitations of the Washington, DC Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), Management Company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

Section 4.2 Specific Powers

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law.

APPENDIX

4

IDEA By-Laws

BYLAWS

OF

Integrated Design Electronics Academy (IDEA) Public Charter School, INCORPORATED

A Washington, DC Nonprofit Public Benefit Corporation

ARTICLE 1

OFFICES

The corporation's principal office shall be fixed and located at such place within the attendance boundaries of the Washington, DC School as the Board of Trustees ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another within such attendance boundaries in the Washington, DC School District.

ARTICLE 2

PURPOSE

The specific and general purposes of the corporation are described in the Articles of Incorporation.

ARTICLE 3

MEMBERS

Section 3.1 Members

The corporation shall have members. The members of this corporation include the Charter school staff, business partners and parents of students enrolled in the Charter school. Any action, which would otherwise by law require approval by a majority of all members or approval by the members, shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the board.

Section 3.2 Associates

Nothing in this Article 3 shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member. Such individuals may originate and take part in the discussion or any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws, some or all of a member's rights, set forth in the Washington, DC Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of Trustees, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or Bylaws, but no such person shall be a member. The Board may also, but without establishing memberships, create an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

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Section 4.2 Specific Powers

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

a. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; and to fix their compensation;

b. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefor which are not inconsistent with the law, the corporation's Articles of Incorporation or these Bylaws, as it deems best;

c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best;

d. To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefor;

e. To carry on a business at a profit and apply any profit that results from the business activity to any activity in which it may lawfully engage;

f. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;

g. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;

h. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose;

i. To carry out such other duties as are described in the Charter.

Section 4.3 Number, Election and Term of Trustees

a. The authorized number of Trustees shall be fifteen (15) until changed by amendment of these Bylaws.

b. Each of the following persons shall occupy automatically a position with the Board of Trustees of the corporation, ex officio with right to vote:

(1) Two (2) parents of students then attending IDEA Academy, each of whom shall be elected by the majority vote of those parents of students then attending IDEA Academy present and voting at the annual meeting of the corporation.

(2) Four (4) at large members, each of who shall be elected at the Annual Meeting, by the majority vote of the members.

(3) Two (2) members of the faculty of IDEA Public Charter School each of whom shall be elected by the faculty of the IDEA Public Charter School.

(4) Seven (7) at large members selected by the current Board of Trustees.

(5) The Director of the IDEA Public Charter School will be a non-voting member of the Board and serve ex-officio as secretary of the Board,

c. The terms of the board members will be staggered. The members of the *initial* Board of Trustees for the Academy will be selected by the incorporators and are set forth in Appendix _____. Four of the initial Trustees will serve a three-year term through the 2001/2002 school year and three will serve a two-year term through the 2000/2001 school year. Each Trustee who is appointed or elected by virtue of holding another position as described above, shall continue as a Trustee of the corporation so long as they hold such other position. Each person who was elected as a Trustee by virtue of being a parent with one or more children attending the IDEA Public Charter School shall automatically be deemed to have resigned and be removed from the Board at any time which at least one child of such person no longer attends IDEA. If a child of a board member graduates from IDEA during the term of the parent, the parent will be allowed to complete his or her term.

Section 4.4 Resignation and Removal

Subject to the provisions of the Washington, DC Nonprofit Public Benefit Corporation Law, any Trustee may resign effective upon giving written notice to the Chairman or the Secretary or the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Trustee may be removed without cause by a majority of the Trustees then in office.

Section 4.5 Vacancies

a. A Board vacancy or vacancies shall be deemed to exist if any Trustee dies, resigns, or is removed, or if the authorized number of Trustees is increased.

b. The Board may declare vacant the office of any Trustee who has been convicted of a felony, or has been found to have breached any duty arising under the Washington, DC Nonprofit Public Benefit Corporation Law or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend three (3) or more meetings of the Board of Trustees in any calendar year, without reasonable excuse.

c. Any member of the Board may initiate removal of a Trustee for one or more of the reasons listed in Section 4.5.b above. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Trustee whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board of Trustees shall be taken in public.

d. A vacancy on the Board shall be filled in the same manner of selection as that used to select the Trustee whose office is vacant, provided that vacancies to be filled by election by Trustees may be filled by a majority of the remaining Trustees, although less than a quorum.

e. No reduction of the authorized number of Trustees shall have the effect of removing any Trustee before the expiration of the Trustee's term of office.

f. The members of the Board will select the officers of the Board. The officers will be Chairman, Vice-Chairman, Secretary and Treasurer. The term of office shall be for one year. In case of dismissal or resignation from the Board or other vacancies on the Board, volunteers will be asked to apply and serve the remainder of the term for that particular Board member. The Board may choose not to reorganize at the time of seating the new board member. Attendance at Board meetings is mandatory. Missing three(3) meetings in a row without reasonable notification to the Secretary will result in immediate dismissal from the Board.

g. Operation of the Board. The Board will meet at least once a month to discuss the Public Charter School's operation and hear reports from each Board member, consider and adopt policies and consider requests and concerns from parents, students and teachers. A majority vote of those present at a Board meeting will constitute action by the Board.

Section 4.6 Place of Meetings

Meetings of the Board may be held at the principal office of the corporation or at any other place that has been designated in the notice of the meeting or, if there is no notice, by resolution of the Board.

Section 4.7 Annual Meeting

The Board shall hold an annual meeting for the purposes of organization, selection of Trustees and officers, and the transaction of other business.

Section 4.8 Regular Meetings

Regular meetings of the Board, including the annual meeting, shall be held without call or notice on such dates and at such times and places as may be from time to time fixed by the Board.

Section 4.9 Special Meetings

- a. The Chairman of the Board or the Vice-Chairman may call special meetings of the Board for any purpose (s) at any time
- b. Special meetings of the Board may be held only after each Trustee has received four (4) days notice by first class mail or forty-eight (48) hours notice given personally or by telephone, telegraph, telex, fax or other similar means of communication.
- c. Any such notice shall be addressed or delivered to each Trustee at the Trustee's address as it is shown on the records of the corporation or as may have been given to the corporation by the Trustee for purposes of notice or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the Trustees are regularly held.
- d. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail postage prepaid. Any other written notices shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

Section 4.10 Retirements Applicable to Meetings

Notwithstanding, any other requirements contained in these Bylaws, all meetings of the corporation shall be held in compliance with all applicable requirements of the Washington, DC School District.

Section 4.11 Quorum and Voting

Eight (8) of the authorized Trustees then in office shall constitute a quorum. The Board shall attempt to reach a general consensus on all actions before the Board; provided, however, that 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 an act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the

withdrawal of Trustees, if any action taken is approved by at least a majority of the required quorum for such meeting. Trustees may not vote by proxy.

Section 4.12 Waiver of notice

Notice of a meeting need not be given to any Trustee who signs a waiver of notice, a written consent to the holding of the meeting, an approval of the minutes of the meeting whether before or after the meeting, or who attends the meeting without protesting the lack of notice prior thereto or at its commencement. All such waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 4.13 Adjournment

A majority of the Trustees present, whether or not a quorum is present, may adjourn any Trustees' meeting to another time and place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the Trustees who were not present at the time of the adjournment.

Section 4.14 Rights of Inspection

Every Trustee has the absolute right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal state or local law.

Section 4.15 Fees and Compensation

Trustees shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Trustee's actual and necessary expenses incurred in the conduct of the corporation's business. The corporation shall carry liability insurance covering the Trustees and officers of the corporation as described in the Charter in the conduct of the corporation's business.

Section 4.16 Restriction of Interested Trustees

Not more than forty-nine percent (49%) of the persons serving on the Board at any time may be interested persons. An interested person is (a) any person compensated by the

corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor or otherwise excluding any reasonable compensation paid to a Trustee as a Trustee; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation

Section 4.17 Standard of Care

- a. A Trustee shall perform all duties of a Trustee, including duties as a member of any committee of the Board on which the Trustee may serve, in good faith, in a manner such Trustee believes to be in the best interests of the corporation and with such care, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances
- b. In performing the duties of a Trustee, a Trustee may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:
- (1) One or more officers or employees of the corporation whom the Trustee believes to be reliable and competent in the matters presented;
 - (2) Legal counsel, independent accountants or other persons as to matters that the Trustee believes to be within such person's professional or expert competence; or
 - (3) A committee of the Board upon which the Trustee does not serve as to matters within its designated authority, provided the Trustee believes that the committee merits confidence and the Trustee acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
- c. Except with respect to assets that are directly related to the corporation's charitable programs, the Board shall avoid speculation in investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the corporation's investments. Instead, the Board is to consider the permanent disposition of the funds, the probable income, and the probable safety of the corporation's capital and is to comply with the express terms of the instrument or agreement, if any, pursuant to which the assets were contributed to the corporation.

ARTICLE 5 OFFICERS

Section 5.1 Officers

The officers of the corporation shall be a Director and an Assistant Director. The corporation may also have, at the discretion of the Board, a chairman and Vice chairman and such other officers as may be elected or appointed.

Section 5.2 Election

The officers of the corporation shall be chosen at the annual meeting of the Board and shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal or other disqualification from service, or until their respective successors shall be elected.

Section 5.3 Subordinate Officers

The Board may elect, and may empower the Director to appoint, such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

Section 5.4 Removal

The Board may remove any officer, either with or without cause, at any time or, except for an officer chosen by the Board, by any officer upon whom the Board may confer such power of removal. Any such removal shall be without prejudice to the rights, if any of officers under any contract of employment.

Section 5.5 Resignation

Any officer may resign at any time by giving written notice to the Board; such resignation may not prejudice the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or later specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5.6 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 5.7 Director

Subject to such powers, if any, as may be given by the Board to the chairman of the Board, if there is such an officer, the Director is the general manager and chief executive officer of the corporation and has, subject to the control of the Board, general supervision, direction and control of the business and officers of the corporation. The Director has the general management powers and duties usually vested in the office of president and general manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board and as are described in the Charter.

Section 5.8 Assistant Director

In the absence or disability of the Director, the Assistant Director, if any is appointed shall, perform all the duties of the Director and, when so acting, shall have all the powers and be subject to all the restrictions upon, the Director. The Assistant Director shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 5.9 Secretary

a. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in Washington, DC, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Trustees and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.

b. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings, shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the

Section 7. 5 Persons Liable and Extent of Liability

If a self-dealing transaction has not been approved as provided above, the interested Trustee(s) may be required to do such things and pay such damages as a court may provide as an equitable and fair remedy to the corporation, considering any benefit received by it and whether or not the interested Trustee(s) acted in good faith and with the intent of the best interests of the corporation

Section 7. 6 Statute of Limitations

An action to remedy an improper self-dealing transaction, brought by a proper party under the Washington, DC Nonprofit Public Benefit Corporation Law, must be commenced either:

- a. Within two (2) years after written notice putting forth the material facts of the transaction and the interested Trustee's interest in it was filed with the Corporation Counsel in accordance with the Washington, DC Corporation Counsel's regulations; or
- b. If no such notice is filed, within three (3) years after the transaction occurred, except that the Corporation Counsel shall have ten (10) years after the transaction occurred within which to file an action.

Section 7.7 Corporate Loans and Advances

The corporation shall not make any loan of money or property to or guarantee the obligation of any Trustee or officer, unless approved by the Corporation Counsel; provided, however, that the corporation may advance money to a Trustee or officer of the corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or Trustee, if in the absence of such advance, such Trustee or officer would be entitled to be reimbursed for such expenses by the corporation, its parent or any subsidiary.

Section 7.8 Annual Statement of Certain Transactions

The annual statement required by the Washington, DC Nonprofit Public Benefit Corporation Law shall be furnished to the Trustees for any fiscal year in which a transaction or indemnification of the kind described in a. or b. below took place:

- a. A transaction in which the corporation or a parent or subsidiary was a party and a Trustee or officer of the corporation or a parent or subsidiary or a holder of more than ten percent (10%) of the voting power of the corporation or a parent or subsidiary had a direct or indirect material financial interest and which involved Fifty Thousand Dollars (\$50,000) or more or which was one of a number of such transactions which involved the same interested person and which amounted in the aggregate to Fifty Thousand Dollars (\$50,000) or more, or

b Any indemnification or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the fiscal year to any officer or Trustee of the corporation or a parent or subsidiary.

Such statement shall be mailed or delivered to the Trustees within one hundred twenty (120) days after the close of the corporation's fiscal year.

ARTICLE 8

OTHER PROVISIONS

Section 8.1 Validity of Instrument

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by the Chairman or Vice-Chairman and the Secretary or Treasurer of the corporation, unless the other person has actual knowledge that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner and from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

Section 8.2 Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the General Provisions of the Washington, DC Nonprofit Corporation Law and in the Washington, DC Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural as the context requires, and the word "person" includes both the corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provision.

Section 8.3 Authority to Vote Securities

The Chairman, or any other officer(s) authorized by the Board is authorized to vote, represent and exercise on behalf of the corporation rights incident to any and all voting securities of any other corporation(s) standing in the name of this corporation. The authority granted herein may be exercised either in person or by any person authorized to do so by proxy or by power of attorney executed by the Chairman or authorized officer.

Section 8.4 Fiscal Year

The Board shall set the fiscal year of the corporation.

Section 8.5 Conflict of Interest

Any Trustee, officer, key employee, or committee member having an interest in a contract or other transaction presented to the Board or a committee thereof for authorization, approval or ratification shall make a prompt, firm and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influences on, nor participate (other than to present factual information or to respond to questions) in the discussion or deliberations with respect to, such contract or transaction. The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

- a. Regular annual statements from Trustees, officers, key employees to disclose existing and potential conflict in interest; and
- b. Corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this Section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the corporation, or is a Trustee, officer or key employee who has a significant financial or influential interest in the entity contracting or dealing with the corporation.

Section 8.6 Interpretation of Charter

In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of these Bylaws shall control.

ARTICLE 9

INDEMNIFICATION OF AGENTS OF THE CORPORATION;

PURCHASE OF LIABILITY INSURANCE

Section 9.1 Definitions

For the purpose of this Article, "agent" means any person who is or was a Trustee, officer, employee or other agent of this corporation, or is or was serving at the request of this corporation as a Trustee, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a Trustee, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor or corporation; "proceeding" means any threatened, pending or completed action or proceeding, whether civil criminal administrative or investigative; and "expenses" includes without limitation, attorneys' fees and any expenses of establishing a right to indemnification under this Article.

Section 9.2 Indemnification of Agents

a. This corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action brought under the Washington, DC Nonprofit Public Benefit Corporation Law, or an action brought by the Corporation Counsel of Washington, DC or a person granted relator status by the Corporation Counsel of Washington, DC for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of this corporation, against expenses, judgment, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this corporation and, in the case of a criminal proceeding, such person had no reasonable cause to believe his or her conduct was unlawful. The termination of any proceeding by judgement, order, settlement, conviction or upon a plea of *no lo contendre* or its equivalent shall not, of itself create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation, nor that the person had reasonable cause to believe that the person's conduct was unlawful.

b. This corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending or completed action by or in the right of this corporation, or brought under the Washington, DC Nonprofit Public Benefit Corporation Law, or brought by the Corporation Counsel of Washington, DC or a person

granted relator status by the Corporation Counsel of Washington, DC for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of this corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of this corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section 9 2 b.:

(1) In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this corporation in the performance of such person's duty to this corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

(2) Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

(3) Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval unless it is settled with the approval of the Corporation Counsel of Washington, DC.

c. To the extent that an agent of this corporation has been successful on the merits in defense of any proceeding referred to in subsection a. or b. of this Section 9.2 or in defense of any class issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

d. Except as provided in subsection c. of this Section 9.2, any indemnification under this Section 9.2 shall be made by this corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in subsection a. or b. of this Section 9.2, by:

(1) A majority vote of a quorum consisting of Trustees who are not parties to such proceeding; or

(2) The court in which such proceeding is or was pending, upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense whether or not such application by the agent, attorney or other person is opposed by this corporation.

e. Expenses incurred in defending any proceeding may be advanced by this corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be

determined ultimately that the agent is entitled to be indemnified as authorized by this Section 9.2

f. No provision made by this corporation to indemnify its or its subsidiaries Trustees or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, these Bylaws a resolution of the Trustees, an agreement or otherwise, shall be valid unless consistent with this Section 9.2. Nothing contained in this Section 9.2 shall affect any right to indemnification to which persons other than such Trustees and officers may be entitled by contract or otherwise.

g. No indemnification or advance shall be made under this Section 9.2, except as provided in Section 9.2 c. or Section 9.2 d.(2) hereof in any circumstances where it appears:

(1) That it would be inconsistent with a provision of the Articles of Incorporation, these Bylaws or an agreement in effect at the time of accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

(2) That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 9.3 Purchase of Liability Insurance

Upon and in the event of a determination by the Board to purchase such insurance, this corporation may purchase and maintain insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any agent of this corporation for violation of the Washington, DC Nonprofit Public Benefit Corporation Law.

Section 9.4 Non-Applicable to Fiduciaries of Employee Benefit Plans

This Article 9 does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent, as defined in Section 9.1, of the employer corporation. The corporation shall only have the power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by the Washington, DC General Corporation Law.

**ARTICLE 10
AMENDMENTS**

Section 10.1 Bylaws

These Bylaws will be reviewed at least once every four (4) years and shall be documented as to the date of such review. New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board.

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the elected and acting Secretary of IDEA Academy, Incorporated, a Washington, DC nonprofit public benefit corporation, and that the foregoing Bylaws, comprising 21 pages constitute the Bylaws of such corporation as adopted at a meeting of the Board of Trustees held on _____.

IN WITNESS WHEREOF, I have signed my name and affixed the seal of the corporation to this certificate on _____.

Secretary

Witness

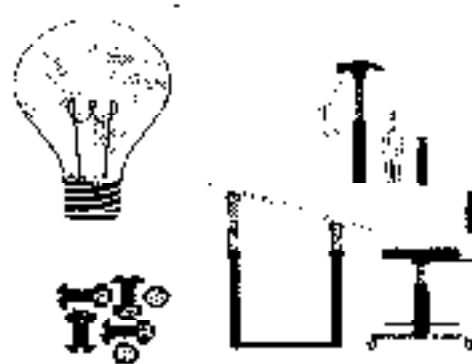
Appendix E

INTEGRATED DESIGN and ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL



SCHOOL YEAR 2002-2003

ANNUAL REPORT



**DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOLS**

Phone (202) 399-4750

Fax (202) 399-4387

Thomas H. Johnson
Signature

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Introduction:

The IDEA Public Charter School completed its fourth full year June 13, 2003. The school began operations with a teacher orientation program August 21, 2002. Students began classes on August 28, 2002. IDEA seniors graduated June 6, 2003. The final day for students was June 10, 2002 and June 14, 2002 for the teaching staff.

A. Mission: The mission of the Integrated Design and Electronics Academy (IDEA) Public Charter School continues to be the development of young people with the academic, social, leadership and occupational skills to compete successfully in post secondary education/training and to enter challenging careers in the technical fields of work. IDEA prepares students for the competitive high-tech careers now required in the 21st century. The school develops students who not only have improved test and aptitude scores but who will work more cohesively as team members. This will be achieved through a unique learning environment and enhanced career opportunities that include effective integration of academic and technological career training in electronics and engineering design and the leadership skills training embodied in the military Junior Reserve Officer Training Corps (JROTC) program. Students will graduate, go on to college, the military or obtain employment in a needed career field in the Washington, DC area.

B. School Program: IDEA is a grade 9-12 High School, serving students ages 14-19. The school's charter was revised this year to allow IDEA to enroll 7th and 8th graders for SY 2003-2004. IDEA is now a secondary school, serving grades 7-12. Teachers use a team teaching approach wherever possible, to include the technology related classes. IDEA's staff and faculty recently attended a School-to-Careers School Improvement workshop that supports IDEA's development of academy to support academic and career development. Students are pre-tested to ascertain their level of competency in basic math, English and science principles, as these are required for the student to excel in the career skill producing classes. Intensive teaching methods, small classes, tutoring, mentoring and computer self-paced programs such as PLATO will be used to assist students in becoming more proficient in the academic areas. Since all skill producing classes require a basic knowledge of math, English and science, the school will focus on those areas so the student will be prepared for the rigors and analytical requirements of Engineering Design and Electronics.

1. **Curriculum:** The IDEA Public charter school curriculum includes engineering design (Drafting and computer-aided design) and electronics (includes computer electronics, computer repair and A+ Certification instruction as well as electricity/electronics). The school offers a four year curriculum (grades 9-12) and is coordinating with local colleges and universities to eventually will develop 2 + 2 (grades 11 and 12) articulations with post-secondary institutions in the metropolitan area. Students successfully completing the curriculum can graduate with a certificate of competency in their chosen career field. Each career focus area is designed to train students in the basic reading, writing, comprehension, teamwork and problem solving skills that are required by all Engineering Design and Electronics careers in the modern US economic business arena. Each technical skill producing shop stresses the importance of teamwork and leadership while teaching the need

for basic math and science skills. This curriculum however, continues not to be suitable for students with significant learning difficulties or disabilities.

2. Structure of the School Day and Year: Students attended school from 8:00 AM to 4:00 PM. The exception was on Friday where the day was 8:00 AM to 12:15 PM. The following time from 12:30 - 4:00 PM is used to support staff development and staff meetings. Teachers' hours were from 7:45 AM to 4:15 PM. The 2002-2003 school year started the first week before the September holiday (Labor Day) and ended in June after encompassing JROTC Summer Camp. The school year for 2003-2004 will start August 26, 2002. The school year will be at least 180 actual teaching days but due to extra teaching hours, will be equivalent to 215 teaching days. This teaching approach allows IDEA to support additional learning experiences outside of the classroom, JROTC summer camp, staff activities and afterschool/weekend programs without any detriment to traditional class activities. The after school programs also supported and assisted select students who needed additional tutoring. There were 10 holidays, a two-week Christmas break, and a one-week spring break and 3 major (all-day) staff development sessions during the teaching year. The teacher/student ratio is 1 to 22 in academic classes and 1 to 16 in the career classes.

C. Goals, Objectives, Performance

Performance Objective #1

Students will meet or exceed all District of Columbia Carnegie graduation requirements as set forth by the Board of Education of the District of Columbia.

Expectations: 90% of students will graduate. This does not include those students who move or transfer from the District of Columbia, Public Schools, or other school systems.

Results: 40 out of 47 or 86% of students who were eligible for graduation in June 2002 received their degrees. Four other students are on track to finish their course work through Summer school, resulting in 44 out of 47 for a final percentage of 93%. One student became a habitual truant and attended classes infrequently. Two others should graduate in SY 2003-2004. Graduating IDEA students routinely graduate with between 24 and 28 Carnegie units.

Performance Objective #2

Students will improve on their standardized test scores.

Expectations: Students will improve Stanford-9, PSAT, SAT, and ASVAB test scores between 5-10% each year as follows. (Starting last School Year, the Board of Education started using the Normal Curve Equivalent {NCE} as the measure for school improvement on the Stanford Nine test, thus IDEA's new goal will be to maintain a level that reflects the Adequate Yearly Progress {AYP}).

Results: Baselines were established as follows.

Percentage of students in each grade level who scored basic or above on the Stanford-9 test for Spring 2002 are indicated.

9th grade - 55% reading, 25% mathematics.

10th grade - 54% reading, 15% mathematics.

11th grade - 35% reading, 13% mathematics.

IDEA PUBLIC CHARTER SCHOOL

SUMMARY OF THE STANFORD-9 TEST RESULTS SPRING ADMINISTRATION (SY 2001-2002)

	No. Tested	Below Basic	Basic	Proficient	Advanced
Grade 9					
Total Reading	74	45%	45%	9%	1%
Vocabulary	74	46%	42%	9%	3%
Reading Comp	74	47%	38%	13%	0
Mathematics	73	75%	23%	1%	0

Grade 9 (Special Education)					
Total Reading	18	78%	22%	0	0
Vocabulary	18	78%	22%	0	0
Reading Comp	18	78%	22%	0	0
Mathematics	18	94%	6%	0	0

Grade 10					
Total Reading	41	46%	41%	12%	0
Vocabulary	41	24%	51%	17%	7%
Reading Comp	41	49%	44%	7%	0
Mathematics	41	85%	15%	0	0

Grade 10 (Special Education)					
Total Reading	5	80%	20%	0	0
Vocabulary	5	80%	0	20%	0
Reading Comp	5	80%	20%	0	0
Mathematics	5	100%	0	0	0

IDEA PUBLIC CHARTER SCHOOL

**SUMMARY OF THE STANFORD 9 TEST RESULTS (Cont'd)
SPRING ADMINISTRATION (SY 2001-2002)**

	No. Tested	Below Basic	Basic	Proficient	Advanced
Grade 11					
Total Reading	23	65%	30%	4%	0
Vocabulary	23	39%	57%	4%	0
Reading Comp	23	65%	30%	4%	0
Mathematics	23	87%	13%	0	0

Grade 11 (Special Education)

Total Reading	1	100%	0	0	0
Vocabulary	1	100%	0	0	0
Reading Comp	1	100%	0	0	0
Mathematics	1	100%	0	0	0

Grade 11

Open Ended Writing Assessment (Persuasive Mode)	20	25%	75%	0	0

Grade 11 (Special Education)

Open Ended Writing Assessment (Persuasive Mode)	1	100%	0	0	0

**SUMMARY OF THE STANFORD 9 TEST RESULTS
SPRING ADMINISTRATION (SY 2002-2003)**

	Number Tested	Below Basic	Basic	Proficient	Advanced
Grade 9					
Total Reading	67	34%	51%	15%	0
Vocabulary	67	31%	54%	12%	3%
Reading Comp	67	37%	46%	16%	0
Mathematics	68	71%	25%	4%	0

**SUMMARY OF THE STANFORD 9 TEST RESULTS
SPRING ADMINISTRATION (SY 2002-2003)**

	Number Tested	Below Basic	Basic	Proficient	Advanced
Grade 10					
Total Reading	52	54%	38%	8%	0
Vocabulary	52	27%	52%	21%	0
Reading Comp	51	58%	30%	11%	0
Mathematics	55	96%	4%	0	0
Grade 11					
Total Reading	25	56%	40%	4%	0
Vocabulary	25	32%	56%	8%	4%
Reading Comp	26	65%	31%	4%	0
Mathematics	27	89%	7%	4%	0
Grade 12					
Open Ended Writing Assessment (Persuasive Mode)	27	42%	54%	4%	0

The SY 2002-2003 Stanford Nine NCE goal for the Board of Education was 77. IDEA's score was 77.

A total of 11 out of 18 seniors who elected to take the ASVAB attained a score that enables them to enlist in one of the armed services.

A total of 18 - 10th graders scored at least 700 on the PSAT in SY 2001-2002.

A total of 12 - 11th graders scored at least 800 on the SAT in SY 2001-2002.

A total of 4 - 12th grader scored at least 900 on the SAT in SY 2001-2002.

A total of 7 - 12th graders scored at least 800 on the SAT in SY 2001-2002.

Performance Objective #3

Courses taught will be based on the standards of learning objectives listed in the Secondary Master Course List and the Secondary Grade Level and Course Expectations published by the District of Columbia Public Schools.

Expectations: Each course will cover the District of Columbia required standards of learning.

Results: Teachers based their course materials and lesson plans on District of Columbia standards of learning. All courses were based on District of Columbia standards. Comparisons of pre-test and post-test scores in reading and mathematics show marked improvements in skills levels of virtually every student.

Performance Objective #4

Students who desire may take vocational education courses during the 10th, 11th, and 12th grades to earn a District of Columbia Public Schools career shop certificate.

Expectations: Vocational training will be offered during SY 2002/2003 in Automated Drafting, Computer Repair, and Electricity/Electronics to eligible 10th, 11th, and 12th graders who select vocational classes as electives.

Results: Courses were offered in Computer Aided Drafting (CAD), Computer Repair, and Electricity/Electronics to eligible 10th, 11th, and 12th graders. Each vocational teacher followed District of Columbia requirements and monitored student progress for shop certificates. Fifteen (15) seniors received their shop certificates; 4 in Computer Repair, 4 in CAD and 8 in Electrical House Wiring.

Performance Objective #5

A JROTC program will be offered consisting of Leadership, Education, and Training (LEET) of LEET 1, 2, 3, and 4.

Expectations: 100% of all students will participate in JROTC.

Results: 100% of all students participated in JROTC during SY 2002/2003.

Performance Objective #6

90% of students who attend from 10th through 12th grades will graduate.

Expectations: 90% of students will graduate. Of those students who graduate, 50% will enter college, technical training, the work force, or the military within six months of graduation.

Results: 85% of students who were eligible for graduation in June 2003 received their degrees. An additional 8% are on schedule to complete their degree requirements in Summer School. Of those students who graduated, 100% will enter college, technical training, the military or the work force within six months of graduation as indicated.

STATUS

70%	College
10%	Technical Training
10%	Military
10%	Work Force

D. Parental Involvement

IDEA has two parents who are on the Board of Trustees. As Board of Trustee members, they head the Parental Involvement Committee. Another IDEA parent was a business partner and also a member of the Board of Trustees. These parents provide interface with IDEA's Home School Association (HSA). The Home School Association met four times over the course of the year and has an elected President, Vice-President, Treasurer and Secretary. IDEA held three parent functions. A parent/student orientation dinner was held at the beginning of the year, a special evening assembly was held in May, and a parent/student activity day was held at the end of the year. Additionally, four parent/teacher/student evenings were held after each marking period.

Parents have been involved as mentors, Character Development counselors, classroom observers and steering committee members. Parents acting as Character Development counselors, mentor students on Saturday mornings during a program designed to improve student citizenship. Parents were asked to come at anytime during the school day to monitor the progress and observe the citizenship/discipline of their child. Several parents each month took advantage of this offer.

F. Student enrollment, attendance and membership

1. Official Final Student Enrollment (SY02-03)	225
2. Average Daily Attendance	181*
3. Average Daily Membership	227

*Note: Includes 7 habitual truants held on the student rolls until disposition is addressed through the Truancy Office.

F. Grade Advancement

Following are the policies governing grade advancement at IDEA Public Charter School. For advancement to the 10th grade, students must have successfully completed English I and have earned a minimum of 6 Carnegie units on their high school transcripts. For advancement to the 11th grade, students must have successfully completed English II and have earned a minimum of 12 Carnegie units on their transcripts. For advancement to the 12th grade, students must have successfully completed English III and have earned a minimum of 17 Carnegie units on their

transcripts. In accordance with the District of Columbia Board of Education policies, IDEA students must have earned a minimum of 23 ½ Carnegie units as indicated in the District of Columbia Public Schools Secondary Master Course List, in order to attain a high school graduation.

The statistics regarding grade advancement for students enrolled during SY 2002:2003 at IDEA Public Charter School is outlined.

Promotion to 10 th grade:	50%
Promotion to 11 th grade:	60%
Promotion to 12 th grade:	80%

A further explanation of these statistics follows. Students enroll in IDEA significantly behind in Reading and Math as with most At-Risk students. Entrance examinations indicate they are operating at the 5th or 6th grade level when they enter IDEA at the 9th or 10th grade. It takes at least two or three years for students to catch up and attain grade level. By the 12th grade, most students are operating a grade level. The students who receive and embrace the academic preparation at IDEA during the 9th and 10th grades have little difficulty completing 11th and 12th grade.

G. Other. IDEA finalized its monitoring team visit July 2003 and the compliance report had no major deficiencies that would preclude revocation of its charter. The accreditation team visited IDEA in May 2003 and told IDEA they would receive official notice of favorable accreditation status in October 2003.

H. Financial Audit The financial audit at *Appendix 1* is the SY 2001-2002 audit, which satisfied the requirement on our SY 2002-2003 compliance report. The SY 2002-2003 audit is due November 15, 2003

I. Qualifications and Responsibilities

<u>Area of Responsibility</u>	<u>Responsibilities</u>	<u>Qualifications</u>
Director	Chief Administrative Officer	AAS, BS, MS, Teacher Certification, 26+ yrs of Mgmt experience, JROTC Instructor certified
Principal	Curriculum & Teacher	BA, MA, working on another MA in Education, Over 24+ yrs of Mgmt Exper.
Business/Personnel Mgt.	Financial/Personnel Management	BS, MA in Financial Mgmt, Over 30 years of Mgmt Experience.
Special Education	Special Ed/Math Teacher	BA, Certified Special Education teacher with 8 yrs exper.
Math	Teacher (2)	BA, MA, certified teachers With over 20 yrs exper.
Architectural Drafting/AutoCAD	Teacher	BA, MA, 20 yrs Exper. 5 yrs teaching experience
Residential and Industrial Electronics (House Wiring)	Teacher	Teacher certified, electrician's license, 5 yrs teaching experience.
Systems Admin & Electronics Support	Operations Support	JROTC Instructor certified, MOTS certified, Over 20 yrs military exper.
Officer Manager/ Administrative Support	JROTC Assistant Instr./Food Svc/Attendance	Working on AAS in Computer Science, over 20 yrs military experience, 5 years of office manager experience and JROTC Instructor certified.
Math	Guidance Counselor/Teacher/Registrar/Schedules	BA, MA, 5 yrs teaching Experience Counselor Certified w/over 6 years of experience.
Chemistry(AP)	Teacher/Food Service Admin	BS, MS teacher certification, over 4 yrs of experience.
Biology/Math	Teacher/	BS, one yr teaching exper.

Introduction to Computers	Teacher	Computer trained, 2 yrs Teaching Exper
JROTC Instructor	Senior Instructor	BA, 2 yr teaching experience, JROTC Instructor certified, teacher-certified, Over 20 yrs military experience.
JROTC Instructors(2)	Assistant Instructors	20 yrs military experience, JROTC Instructor certified
Computer Repair	Teacher	Network Admin Trained, 10 yrs Exper, 2 yrs teaching experience
Assist Principal	Teacher/Student Newspaper	BA, MBA, working on MA in education, over 20 yrs Business experience and Five years of teaching experience at the college and high level
English	Teacher	BA, MA, certified teacher in English and Special education, over 26 yrs teaching experience.
English	Teacher/Reading	BA working on MA in Education, 3 yrs exper
Math/Physics	Teacher	BA, working on MA in Education.
Security Chief	Security	3 yrs of credentialed security experience
Security (3)	Security Support	5-6 total years of experience
Receptionist	Administration	Six years administrative experience
Administrative Assistant	Administration	Sixteen years administrative experience

I. **Donors and Grantors**

<u>Type</u>	<u>Donor (D) or Grant(G)</u>	<u>Amount</u>
Library of Congress (Computers & Books)	D	\$ 1,500
BOE Custodian Supplies	D	\$ 3,000
Technology Renovation	G	\$240,000
School Renovation	G	\$105,000
Carl Perkins	G	\$ 24,000
21 st Century Community Spt	G	\$ 75,000
Safe & Healthy Schools	G	\$ 48,000

The computer donors above donated 10 Computers, several boxes of books, 5 Monitors and 2 printers valued at \$1,500. There were no other donors whose contributions exceeded \$500.00 except for the BOE

Appendix F

DISTRICT OF COLUMBIA BOARD OF EDUCATION

PUBLIC CHARTER SCHOOLS OFFICE

**INTEGRATED DESIGN ELECTRONICS ACADEMY (IDEA)
PUBLIC CHARTER SCHOOL**

A FIVE-YEAR REVIEW

SY 1998-1999 THROUGH SY 2002-2003

FINAL REPORT

The Green-Hawdy Group
Education and Management Consulting
11500 Lappford Terrace
Mitchellville, MD 20721
Telephone: 301-249-6356 Cell: 302-744-2807
E-Mail: jhellsh2@umindspring.com

February 25, 2005

Col. Norman Johnson
Executive Director
IDEA Public Charter School
43rd and Lee Streets, N. E.
Washington, D. C. 20019

Dear Col. Johnson:

Attached, for your information and review, is a draft of the report of the Five-Year Review of the Integrated Design Electronics Academy (IDEA) Public Charter School. Please review the document, and provide corrective and additional information as needed. Also, several documents (Certificate of Incorporation, Articles of Incorporation, and Bylaws) are needed for completion of the report. I will call your office on Wednesday, March 2, 2005 to ascertain the availability of the information and to schedule a meeting for our discussion of the document should you need clarification or more information.

I regret the delay in completing this important report, and would like to submit the final iteration to Dr. Brenda H. Belton, Executive Director, Public Charter Schools, not later than Tuesday, March 8, 2005.

Should you have questions, please call me on 301-249-6356 or 202-744-2807.

Best wishes for your continued success.

Sincerely,

STEVEN G. HAWDY, Ph.D.

cc: Dr. Brenda Belton
Ms. Mary Buda

DISTRICT OF COLUMBIA BOARD OF EDUCATION
Public Charter Schools Office

**A Five-Year Review of the
Integrated Design Electronics Academy (IDEA) Public Charter High School**

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DISTRICT OF COLUMBIA BOARD OF EDUCATION
Public Charter Schools Office

A Five-Year Review of

THE INTEGRATED DESIGN ELECTRONICS ACADEMY (IDEA) PUBLIC CHARTER SCHOOL

EXECUTIVE SUMMARY

The D. C. School Reform Act of 1995, as amended, provides:

Section 31-2853.22

(3) *Review* — An eligible chartering authority that grants or renews a charter pursuant to paragraph (1) or (2) of this subsection shall review the charter —

(A) *at least once every five years to determine whether the charter should be revoked for the reasons described in subsection (A)(1)(A) or (B) of 31-2853.23 in accordance with the procedures for such revocation established under 31-2853.23(c); and*

(B) *once every 5 years, beginning on the date that is five years after the date on which the charter is granted or renewed, to determine whether the charter should be revoked for the reasons described in 31-2853.23(c)(1)(B) in accordance with the procedures for such revocation established under 31-2853.23(c).*

The five-year review of the Integrated Design Electronics Academy (IDEA) Public Charter School (School) was undertaken pursuant to the mandate of the D. C. School Reform Act of 1995, as amended. Based on the findings of the review reported herein, recommendation is made for continuation of the School. It is important that the Board of Education (Board) continue tracking the academic progress of students and the school improvement requirements of the Middle States Commission. (See Appendix F)

The School was founded by a committee of parents, community representatives, and staff of the IDEA School-Within-School Charter based at the Phelps Career Development Center who responded to the District of Columbia Board of Education's (Board) request for applications/petitions for establishing public charter schools in the District of Columbia. On July 1, 1998, the Board authorized the establishment of the Integrated Design Electronics Academy (IDEA) Public Charter School (School) which opened for faculty and staff in August 1998 and for students in September 1998. Over the initial five-year period, the School met many of the challenges of a new enterprise and continued efforts to strengthen the education program.

The School began with an interim Board of Trustees (Trustees) comprised of nine persons and subsequently elected twelve (12) Trustees that included seven (7) of the original/interim members. Fifty percent of the first elected Trustees continued over the five-year period, also, the Executive Director, Principal/Director of Education, and other members of the management team served in their respective capacities over the five-year period. The continuity of leadership by the governance body and the management team over the five-year period appears to be an important factor in the stability of the governance and management structure of the School.

Student achievement in reading and mathematics fluctuated over the five-year period, although the School posted a slight decrease in the percentage of students performing *Below Basic* in reading and a slight increase in the percentage of students performing *Below Basic* in mathematics from 1999 to 2003. The School posted slight increases in the percentage of students performing at the proficient level in both reading and mathematics, also, with minor fluctuations over the five-year period. Although IDEA ranked sixth among the Board's fifteen schools when ranked on the basis of the SY 2000-2001 SAT-9 scores, (See Appendix E) the percentage of students performing below basic in both reading and mathematics remains critically high, and the percentage of students performing on the proficient level in reading and mathematics remains extremely low.

DISTRICT OF COLUMBIA BOARD OF EDUCATION
Public Charter Schools Office

A Five-Year Review of

THE INTEGRATED DESIGN ELECTRONICS ACADEMY (IDEA) PUBLIC CHARTER SCHOOL.

In its SY 2001-2002, the School was accepted as a candidate for accreditation by the Middle States Accreditation Association, and in November 2002, received a certificate of accreditation for a five-year period. The School must continue in the Middle States School Improvement Program and meet the requirements outlined in the terms and conditions.

The Trustees have implemented effective fiscal management and accounting practices, balanced the budget in each year, and received an unqualified external audit of the financial statements in each year. Moreover, the School is purchasing the site (George Washington Carver School) to which it moved during the second year of operation.

Review of Draft Report

On February 25, 2005, a copy of the draft report, transmitted by letter to the Executive Director, was delivered to the School. (See Appendix C.) Additional information and corrections were submitted by the School on March 9, 2005.

Organization of the Report

This report is organized in five sections.

Section I.	Directory Information
Section II.	Background Information
Section III.	Reports of Findings: The Education Program and Student Performance
Section IV.	Report of Findings: Governance and Management
Section V.	Report of Findings: Fiscal and Assets Management

A Five-Year Review of

SECTION I: DIRECTORY INFORMATION

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Jul 1, 1995 June 30, 2013

2005, 2018, 2023

1.1 Col Joseph Still

Key Administrator's Manager (SY 2003-2004 - during the link update collection for the five-year revision).

Col. Hermann Schubert

Mr William Decker

Edmund Craxton

Chen, Y. J. 1997.

Liam J. Delandus, BSc, MSc

Colinva P. Loe, PhD
Marsha Fine, PhD

to develop young players with the excellent, local, leadership and motivational skills to compete internationally; in 2001, the club was awarded the title of 'champion' for the 10th year in a row, having won the championship high school league for the 21st (2001) year. The club's success has been recognized by the Ministry of Education and Science of the Republic of Armenia.

800-441-1234

SV 1998-1292
Frank: Del. Ambo, HJ, C-22

Karim Habib, F.R.C.

Author: Sull, Cu

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Summary Penalties

William Davis, 4

Therapy of choice:

Michael Perry

Y. K. Jelin

Chloroform:

Prüfungsbeurteilung

Length 5:41. CSM

4020 J. Neurosci., November 11, 2009 • 29(45):4013–4020

THE INTEGRATED DESIGN ELECTRONICS ACADEMY (IDEA) PUBLIC CHARTER SCHOOL

SECTION II: BACKGROUND INFORMATION

A. Legislative Mandate

The D. C. School Reform Act of 1995, as amended, provides:

Section 31-2853.22

(a) Review -- An eligible chartering authority that grants or renews a charter pursuant to paragraph (1) or (2) of this subsection shall review the charter

(b) at least once every five years to determine whether the charter should be renewed for the reasons described in subsection (d)(1)(A) or (b) of 31-2853.23 in accordance with the provisions of such subsections and 31-2853.23 (c), and

(c) once every 5 years, beginning on the day that is five years after the date on which the charter is granted or renewed to determine whether the charter should be renewed for the reasons described in 31-2853.23(d)(1)(B) in accordance with the provisions for such renewal established under 31-2853.23(c).

B. Historical Perspective

The Integrated Design Electronics Academy (IDEA) initially existed as an academy program of the Phelps Career Development Center and was funded by the U. S. Department of Education from 1993 to 1996. IDEA also was one of the original school-within-a-school charters established by the District of Columbia Public Schools prior to the enactment of the D. C. School Reform Act of 1995 as amended. In October 1997, a coalition of parents, educators, and community representatives responded to the District of Columbia Board of Education (Board) request for applications/petitions to establish public charter schools in the District of Columbia. Following the Board's review of the petition, interviews with the applicants, and the applicants' submission of additional information, as requested, the Board authorized the establishment of School. On July 1, 1998, the Board and the Trustees signed the charter contract which, with the approved application/petition, constituted the charter for the School. (See Appendix C)

In correspondence of July 30, 1998, the Board advised the Trustees of the timeline for meeting accountability requirements as outlined in the contract, inclusive of submission of the school's accountability plan.

The School officially opened in September 1998 and completed the five-year period for which this review was undertaken on June 30, 2003. The School was initially housed at the Taft School building at 18th and Perry Streets, N. E., but relocated to the current site, the George Washington Career School building at 45th and Lee Streets, N. W., in 1999. Subsequently, the School purchased the Career School building.

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C. Special Education Status

For purposes of Part B of the Individuals With Disabilities Act (IDEIA) and Rehabilitation Act of 1973, the School elected to be treated as a Local Education Agency and, over the five-year period, has taken the necessary action to ensure that identified students were provided an appropriate education. In December 1998, the School submitted the *Special Education Plan* that outlined the process for full delivery of services from the point of referral through evaluation/assessment, development of Individualized Educational Plans (IEPs), and delivery of special education and related services.

D. Monitoring and Review Process

During the period of February 2004 through May 2004, a monitoring team of seven (7) professionals collected data and information, which informed both the SY 2003-2004 annual monitoring and the five-year review. The governance body, management team, faculty, staff, parents and students were very cooperative and open in providing information about all aspects of the School. The vision for students and the school was evident, particularly in discussions with management and governance teams.

On February 25, 2005, a copy of the draft report, transmitted by letter to the Executive Director, was delivered to the School. (See Appendix G.) On March 9, following a review of the draft, the School submitted additional and corrective information.

Five-Year Review Coordinator: Stella G. Hunt, Ph.D., The Green-Hatch Group, Management and Education Consulting.

E. The Charter

The charter is comprised of two sections. (1) the approved petition for establishing the School and (2) the contract between the Board and the Trustees. Key elements of the charter are presented in this section.

1. The Approved Application/Petition (Excerpts)

Focus:

Integrate academic and vocational course work using the RCTC Program for team work and leadership. A rich background in mathematics, science, and English will be stressed so that students will be able to cover well-roundedness as well as prepare themselves for higher education and the world of work.

Target Population:

- ✓ *Students throughout the city with an interest in technical education, school-to-work apprenticeships and RCTC training.*
- ✓ *A mix of students who desire challenging curriculum and success.*
- ✓ *Students at risk, and*

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- ✓ Level 1 special education students
- ✓ Additionally, the average student:
 - ✓ Will enroll with a GPA of less than 2.0.
 - ✓ Have below-average mathematical and science skills.
 - ✓ Test below the national average; and
 - ✓ Will be somewhat undisciplined.

Table 1

Projected/Measured Enrollment Over the Initial Five-Year Period

SY 1998-1999	SY 1999-2000	SY 2000-2001	SY 2001-2002	SY 2002-2003
150	175	225	225	225

The charters provided the enrollment would progress from approximately 140 to 36 students in grade 9; 40 to 58 students in grade 10; 15 to 35 students in grade 11; and 15 to 52 students in grade 12 over the five-year period.

Academic Goals

- ✓ Entrance grade/median score over 90%.
- ✓ Entrance college or successful employment by September of the June graduation year.
- ✓ Average grade point average -- increase by an average of 1% per year; and
- ✓ Improve PSAT, SAT, and ASVAB test scores between 3% and 10% each year. Students will be awarded and reviewed based on academic fundamentals until SAT averages are 800 and 1000.

Non-Academic Goals

- ✓ Entrance can show student that encourages attendance and reduces absenteeism.
- ✓ Provide an opportunity for eligible students to obtain financial aid.
- ✓ Improve citizenship (student discipline, citizenship, team work through repetitive team building exercises and performance tests).

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- ✓ Integrate learning and work experiences through experiential hands-on work-related experiences;
- ✓ Incorporate youth development activities (e.g., "MINT" leadership team work at summer field trip opportunities for learning and service with the community);
- ✓ Receive more than a high school diploma (e.g., advanced standing on college, a resume of work experiences, contacts with employers and other credentials showing work experience).

Objectives of the IDEA Public Charter School will be facilitated through the use of information technology including, but not limited to, computers, scanners, printers, modems, CD-ROMs, laser discs, video cameras, video players, telephones, and videophones.

The charter outlined the following career areas:

- ✓ **Communications and Digital Electronics**
Designed to provide basic knowledge of electronic circuitry (e.g., radio, television, VCR, etc.)
- ✓ **Residential and Industrial Electronics**
Designed to prepare the students for employment in the electronics wiring and industrial electronics areas as an entry-level experience.
- ✓ **Engineering and Drafting**
Designed to prepare students for employment in the technical drafting areas as an entry-level employee.
- ✓ **Fluid Power**
Designed to provide basic knowledge of hydraulics, pneumatics and mixing operations and the study of the properties of fluids and fluid flow.

IDEA has a dual focus of Engineering Design and Electronics and integrates the leadership and team work skills through MINT. Each career focus area is designed to train students in the basic reading, writing, comprehension, team work, and problem solving skills that are required by all Engineering Design and Electronics careers in the modern U. S. educational and business areas.

2. **Contract Between the Trustees and the Board of Education**

The contract between the Trustees and the Board of Education was signed by the following Trustees on July 1, 1998:

Donald J. Delandrin
Barbara L. Bush
Melinda L. Breveal
Anthony C. Bell
Eugene Pettit, Jr.

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Major sections of the contract are presented below, and a copy of the contract is presented as Appendix A of this document.

General Terms of the Agreement
Purpose of the Integrated Design Electronics Academy Public Charter School (IDEA)
Board of Trustees (comprised of one parent to the D.C. School Reform Act)
Educational Program
Student Assessment
Tuition, Fees and Payments
Accountability
Facility
Background Checks
Insurance of Columbia Public School System Services
Articles of Incorporation
Licensure and Accreditation
Reporting Requirements
Trusts
Compulsory School Attendance
Membership & Induction of Member of Students
Annual Report
Annual Audits
Fees
Outstanding Accounts
Application for Charter Renewal
Annual Payments
Reversion

3. **Accountability Plan**

In accordance with the School's charter (contract with the Board), the school developed an accountability plan with annual and multi-year goals and objectives. The accountability plan was submitted on July 28, 1998.

The academic goals/objectives and the performance goals and objectives for students and the school as a whole were outlined on pages 6 and 7 of this report and are discussed in *Section III: Report of Findings: The Educational Program and Student Performance*.

4. **Method of Agreement**

In April 2001, the Board and the Trustees entered into a letter of agreement relative to issues cited during the monitoring visit in SY 2000-2001. Subsequent improvement plans have been developed following monitoring visits.

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SECTION III: REPORT OF FINDINGS – THE EDUCATION PROGRAM AND STUDENT PERFORMANCE

Table 2

Official Student Enrollments Over the Five-Year Period

SY 1998-1999		No.	SY 1999-2000		No.	SY 2000-2001		No.	SY 2001-2002		No.	SY 2002-2003		No.
9th	9th		9th	9th		9th	9th		9th	9th		9th	9th	
10th	10th		10th	10th		10th	10th		10th	10th		10th	10th	
11th	11th		11th	11th		11th	11th		11th	11th		11th	11th	
12th	12th		12th	12th		12th	12th		12th	12th		12th	12th	
SY 98-99 Total		90	SY 99-00 Total		150	SY 00-01 Total		164	SY 01-02 Total		194	SY 02-03 Total		226
Official Enrollment	90		Official Enrollment	150		Official Enrollment	164		Official Enrollment	194		Official Enrollment	226	

Enrollment by grade for each of the five years is needed

Table 3

Average Daily Membership and Average Daily Attendance

Year	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Average Daily Membership	92	154	174	196	227
Average Daily Attendance	66	109	115	147	181

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A. The Education Program

Over the five-year period, the School used a comprehensive approach to testing and tracking student and overall school progress.

Management, faculty, and staff demonstrated commitment to student achievement and success and used various approaches to assessing students' instructional levels, academic progress, and overall educational needs. This analysis of Student Progress was evaluated each year and other assessments were used for instructional planning and overall school planning, including, but not limited to, the Dandel and Morrison McCall testing assessments and school constructed mathematics tests.

The School established the requirement that students must earn a minimum grade of "C" in all classes and a goal of having all students achieve at the "Basic" or above level as measured by the Stanford 9.

• SY 1998-1999

During monitoring visits, observations such as the following were reported.

- ✓ Students were actively engaged both in the discussion and collaborative activities in which they displayed new words, for example, *lateral* of *lateral*.
- ✓ Development of critical thinking skills using divergent and convergent reasoning activities was observed in several classrooms.
- ✓ Geometric concepts were integrated into the lesson through questions that related to real-world angles.
- ✓ The development of perspective was developed in the mechanical drawing (first year drafting) class, thus reinforcing skills and concepts developed in the mathematics classes.
- ✓ The computer class observed was the "ranger right out of a math textbook" concept and skill development were evident.

Measures also made observations such as the following:

- ✓ Lack of classroom management and no evidence of supervision in one sixth grade student's classroom.
- ✓ The students who were observed as inappropriate participants in one class appeared immediately in the JROTC class. The teacher also appeared less than enthusiastic and motivated to work.
- SY 1999-2000

The following observations were noted:

- ✓ The room environment was excellent in light of the poor facility. Student work was creatively displayed and boards reflected the current topic during the current term.

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- ✓ Students demonstrated ability to use synthesis and analytical thinking skills as they presented reports based on the Folger Theater production of Julius Caesar.
- ✓ The teacher used the Socratic approach in guiding the students to compute volume and conversions.
- ✓ The teacher monitored students as they worked, and as students exhibited difficulty, the teacher encouraged the students to say a rhyme (silently) as they made their connections with wires. The teacher explained that the rhyme gave steps in attaining the objective.
- ✓ The monitor moved around the classroom and observed two students who were working on study sheets. (renaming numbers to the second power, and adding or multiplying negative integers.

Monitors also made observations as the following

- ✓ The room environment should be more supportive of the academic program. The chalkboards and bulletin boards were blank.

• SY 2000-2001

Reports of classroom observations during monitoring visits included notations such as the following

- ✓ A related research assignment required students to write a 500-word paper that paralleled the "witch hunt" of the Salem trials in 1692 and the McCarthy hearings on Communism in 1954.
- ✓ In addition to the textbook and copies of *The Crucible*, there were novels, *Newsweek*, *U.S. News*, and *Seventeen* magazines available for student use. A number of student essays were on display.
- ✓ The classroom boards contained the following topics: reading, vocabulary, comprehension, speaking skills, note taking, summarizing, paraphrasing, grammar usage, literature short story, writing paragraphs, essays, letter writing, the novel, etc.
- ✓ The teacher used chalkboard diagrams to teach students to compute perimeter and area of polygons. Students discussed and solved problems at the chalkboard.
- ✓ Arrangements had been made for the Chemistry students to use the lab facilities at Howard University for 2 hours each week during the second semester.
- ✓ The classroom has state of the art technology, and students were clearly engaged in their design projects.
- ✓ Students were observed installing the necessary wiring for the installation of a ceiling fan.

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✓ Students answered their projects and the process of building ceiling fans and wiring devices. Students were knowledgeable and eager to discuss their skills, accomplishments, and career plans.

Monitors also made notations as the following:

- ✓ Some students were active participants in the lessons while others appeared disengaged. The monitor did not make any effort on the part of the teacher to motivate or teach the students who were not engaged.
 - ✓ With the exception of a few charts relating to geometry, the classroom did not reflect the content of the mathematics lessons. There was very little to indicate the subject matter or to provide opportunities for reinforcement of skills and content.
- SY 2001-2002

The following observations were reported

- ✓ All courses are from the DCPS Selective Course List.
- ✓ Classrooms observed were generally in order, however, in one class the monitor observed several students seated behind a cabinet that was obstructing their view of the board.
- ✓ Furniture is age appropriate and generally in good condition.
- ✓ In four of the buildings, the monitoring team saw several computer labs that were being utilized. One bank of computers was working, but no one was using them at the time.
- ✓ Two classes were observed in which students all had books from which the lesson was being taught. Patterns with students and teachers indicated that they all had necessary materials and supplies.
- ✓ 15 students are members of the National Honor Society. 10 students were on the honor roll.
- ✓ Four students from Folger Shakespearean Library to work with students who will publish an anthology.
- ✓ Students read novels, and some authors come in for book discussions.
- ✓ Reading strategy workbooks are serviced on English classes.
- ✓ Humanities classes relate classroom instruction to community service and the arts.

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• SY 2002-2003

Findings of the instructional program review included the following:

- ✓ *Math* classroom is very bright and spacious
- ✓ *Biology* - colorful charts, laboratory setup. Chart with very vivid clear instructions for 1/2 of the class in the area where students desks are located, and application of instruction was observed in the lab. Section 1/2 visible while board backwards and appropriate use of tables and chairs were noted
- ✓ All course numbers follow District of Columbia Public Schools Secondary Master Course List and course descriptions are approved by the Board of Education
- ✓ The Curriculum is the highest level of math instruction. (Calculus will be added in SY 2003-2004)
- ✓ Science is now taught in grade 10, students take shop
- ✓ Spanish is taught in grades 11 and 12
- ✓ All students participate in "R&RT" - stresses citizenship, cooperation and leadership throughout the 4-year program
- ✓ Small groups, not individualized instruction, and each student worked problems - talking to the teacher as they worked through the process
- ✓ Whole group instruction in Biology - creating letters explaining physical health changes, charting family trees, keeping dominant traits, and creating diagrams of genotype.

R. Special Education and Related Services

The School's charter provided, "for purposes of Part B of the Individuals With Disabilities Act (IDEA) and the Rehabilitation Act of 1973, the school elects to be treated as an IFA and shall take the necessary action to ensure that identified students are provided an appropriate education. Not later than June 15, 1998, the school shall submit a plan that outlines the process for full delivery of services from the point of referral through evaluation, assessment, development of Individualized Education Plans (IEPs) and delivery of special education and related services to identified students."

Implementation of the special education program was challenging for the School as with other new charter schools for several reasons: (1) There was lack of clarity with respect to the relationship between the DCPS special education office (SESA) and the public charter school as an IFA; (2) DCPS lacked the capacity to respond to public charter schools when assistance was requested. New public charter schools lacked the capacity initially to provide the full range of special education services. Subsequently, the two chartering authorities and the DCPS special education office collaborated in providing clarity to the special education issues.

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Notwithstanding the above, each public charter school was held accountable for ensuring that identified special education students were educated and provided the services outlined in their IEPs and in accordance with applicable laws. IDEA's special education program showed continued progress over the five-year period. Findings relative to the special education program are presented in this section.

SY 1998-1999

During the first year of the School's operations, monitors stated:

- ✓ The School developed and submitted the required plan for delivery of special education services.
- ✓ The plan did not effectively address related services needs of students.
- ✓ Some students are not receiving the related services outlined in their IEPs.

Note: Although the initial monitoring visit revealed that some students were not receiving the required psychological services, the School engaged the services of a Psychologist later in the school year.

SY 1999-2000

Observations made during the second year of the School's operation revealed improvement in the delivery of special education services. Findings during the second visit in SY 1999-2000 included the following comments:

- ✓ The special education plan requires further development.
- ✓ The school uses an inclusion model. All students receive their instruction in the regular classroom. The special education teacher instructs two of the classes.
- ✓ The special education teacher works on a 12-month schedule and instructs both identified and nonidentified students in English and mathematics.
- ✓ All special education students are mainstreamed 100%.
- ✓ In accordance with the school's policy, students requiring special services consideration (e.g., special education, free lunch, etc.) are not publicly identified although they are listed (SAT-9) separately.
- ✓ An "End-of-SY 1999-2000 IEP Schedule" lists the evaluation, re-evaluations, and IEP meeting dates for each student, and conferences will be completed in July.
- ✓ Students receive services from the clinical psychologist until Thursday.
- ✓ Speech therapy services for the four students requiring such is very sporadic.

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- ✓ *The school administrator reported that the Board of Trustees would contract for a new career provider for SY 2000-2001.*
- ✓ *The school principal had completed a course on managing special education programs.*

• 2000-2001

Observations revealed that the School had strengthened the special education plan by adding the description of placement level and procedures for special education service delivery. Additionally, the School had documented team meetings, parent conferences, and initial IEP meetings. Minutens who observed the special education program during SY 2000-2001 stated the following:

- ✓ *The special education coordinator had updated all IEPs except that of a student who enrolled in January, 1 2001.*
- ✓ *The special education coordinator has completed a very detailed matrix of student services, disabilities, percent of time services are provided, etc.*
- ✓ *Highness (18) IEPs indicated requirements for related services, and documentation revealed that all eighteen (18) students were receiving related services as outlined.*
- ✓ *All IEPs revealed the percent of time in special and general education.*
- ✓ *Transition plans had been developed for students ages 14 and above.*
- ✓ *Four students were observed on instructional activities, all of which reflected the IEP annual goals and objectives.*
- ✓ *The school has taken corrective action in the areas cited during the November 2, 2001, monitoring visit.*
- ✓ *In order to be in compliance with IDEA, the school must ensure the updating of the IEP for the student who enrolled in January 2001 and ensure the appropriate time and services for the student identified in SED Level IV requiring 64% of the time in special education.*

• 2001-2002

Review of the special education program in this year yielded findings such as the following:

- ✓ *Special education students are fully immersed in the academic and extracurricular activities.*
- ✓ *Textbooks are ordered for various levels of literacy. They contain the same basic information but some are written at lower reading levels to provide lower performing students the opportunity to participate in all classes.*
- ✓ *Special education records were all in order.*

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- ✓ Students' IEPs are current and are used as guides for planning instruction.
- ✓ Staff are receiving training in identifying and serving students with special needs
- ✓ Staff are certified in appropriate disciplines
- ✓ Staff include a full-time special education coordinator; 3 part-time and 1 full-time special education teachers; part-time social worker and speech language therapist; and 2 mental health professionals
- ✓ Some faculty members hold dual certification, one of which is in special education
- ✓ Regular classroom teachers plan with special education teachers to ensure the success of special education students

• 2002-2003

School management and staff continued education effort to improve the special education program and did not hesitate to address issues raised during the monitoring process.

Comments and evaluations made by the monitors included the following:

- ✓ The inclusion model is implemented and most students are active learners, thus making it somewhat difficult to quickly identify students with learning difficulties.
- ✓ Special education staff has locked file cabinets, and the special education coordinator maintains the files.
- ✓ State testing requirements show SAT-9
- ✓ Students' IEPs had required components and individual accommodations
- ✓ The new special education rule gives students a sense of pride and promotes a positive learning environment
- ✓ SAT-9 Spring 2003 confidential letter and folder with parent letter and signature and student
- ✓ Special education workers have dual certification. One worker is pursuing a Master's Degree in Special Education

C. Accountability

The School developed and submitted an accountability plan on July 29, 1998, as required by the charter. The accountability plan contained its measurable performance objectives. As stated in the introduction, the Plan "addresses academic, graduation and fiscal responsibilities for the School as required by the

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Board." The School also indicated that the accountability plan was based on the mission statement for the School as approved by the Board. The School established the following goals:

The Integrated Design Electronics Career Academy Charter High School will develop in its students:

- ✓ A solid foundation in the basic and advanced academic skills, workplace competencies and personal qualities that are prerequisites to post secondary education, training, and initial employment.
- ✓ A link to apprenticeship programs and careers in technical fields.
- ✓ An understanding of a range of occupations from which they can form appropriate career plans, and
- ✓ The self-discipline, leadership and citizenship skills that are the core of the JR-OTC program.

The academic goals, objectives and findings pertaining to accomplishments are discussed in the next section.

D. Academic Goals

The following academic goals for student performance were outlined in the School's charter. Inasmuch as goals are generally written in broad terms with accompanying specific and measurable objectives, goal achievement is presented in the discussion of objectives in Section E. (Chart 2) on pages 18-20.

Chart 1

Academic Goals		Academic Goals		Comments	
Ensure graduation rates over 90%	✓	See performance objective #1 on page 19.	✓		
Ensure college or meaningful employment by September of the graduation year	✓	The School has not met this goal in each year.	✓	See performance objective #7 on page 21.	
Raise grade point average – increase by an average of .5% each year	✓	The School has not done goal in each year.	✓	The School did not establish performance objective for this goal. However, the goal is stated as a measurable objective.	
Improve PSAT, SAT, and ASVAB test scores between 7% and 10% each year. Standards will be raised and increased based on academic fundamentals and SAT averages are between 800 and 1000.	✓	Grade-point average data and analyses over the five-year period are included.	✓	See performance objective #7 on page 19.	
	✓	See the discussion analyses over the five-year period are included.	✓		

E. Academic Objectives and Student Performance

The objectives for student performance are presented in Chart 2 below with findings pertinent to achievement. Following the presentation of academic goals and objectives are tables depicting academic achievement as measured by the Stanford 9 Achievement Tests.

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Chart 2

Academic Objectives and Student Performance

Performance Objectives	Baseline Data	Annual Target	Met	Not Met	Five-Year Target	Met	Not Met
Performance Objective #1: The IDEAP Public Charter School students will meet or exceed all District of Columbia Carnegie graduation requirements as set forth by the Board of Education of the District of Columbia.		Expectations: 95% of students will graduate. This does not include those students who move or transfer from the District of Columbia. Program inclusion: - increased school and class attendance - improved teamwork, attitude, and citizenship - met English, Math, Science and Social Studies goals at each grade level to support graduation from high school	See discussion of Objective #1 on page 20	See discussion of Objective #1 on page 20			
Performance Objective #2: The IDEAP Public Charter School students will improve on their standardized test scores.	Expectations: Students will improve Standard 9, PSAT, SAT, and ASVAB test scores by 10% each year. Making the ASVAB test will be voluntary. Measurement Tools: Scores on Standard 9, PSAT, SAT, and ASVAB	Expectations: PSAT, SAT, and ASVAB test scores will increase by 10% each year. Making the ASVAB test will be voluntary.	See discussion of Objective #2 on page 20 Data are needed by next graduation	See discussion of Objective #2 on page 20 Data are needed for each graduation	PSAT, SAT and ASVAB scores will increase by 10% each year. Making the ASVAB test will be voluntary.	See discussion of Objective #2 on page 20 Data are needed for each graduation	PSAT, SAT and ASVAB scores will increase by 10% each year. Making the ASVAB test will be voluntary.

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Performance Objectives/Criteria (continued)	Baseline Data	Annual Target	Met	Not Met	Three Year Target	Met	Not Met
Performance Objective #3 Prerequisite: Signature #3 Courses taught at the IDEA Public Charter School will be based on the standards of learning objectives listed in the <i>Necessary Master Course List</i> and the <i>Necessary Grade Level and Course Competencies</i> published by the District of Columbia Public Schools Performance Objective #4 IDEA Public Charter School students who demonstrate a medical education course during Year 11th, 1st, and 17th years in a District of Columbia Public School will earn a		Observations (each year) will cover 100% of students required Standards of Learning Observations took place each year mathematics and English lessons will include reviewing of the beginning of the school year	X				
		Expectations The IDEA Public Charter School will offer necessary training for school year 10th-19th to distributed, superior Assistant Teaching (CAT) and Technical Training. During on the 10th, 11th, and 12th grades who serve technical education students	X				
		Measurement Tool: Each student's teacher will follow District of Columbia requirements for all standards. If no higher standard is established in specific step areas, the educators will discuss their own measurement tools in accordance with recognized industry standards	X				
		The IDEA Public Charter School will serve to place a minimum of 25% of their eligible vocational services in relationships lasting at least five months.	X				
		It is expected that at least 50% of the IDEA students completing a vocational education level will receive a stipend or salary at graduation	X				

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Performance Objectives/Goals (continued)	Baseline Data	Annual Target	Met	Not Met	Five-Year Target	Met	Not Met
Performance Objective #5 See the Academic Chapter, 9 page 26 Performance Objective #6 94% of students who attend IDEA Public Charter School from 11th through 12th grade will graduate		Expectations 90% of students who attend IDEA Public Charter School from 11th through 12th grade will graduate	Rates 100% (100%) 2001-1999 100% (100%) 1st August	Rates 100% (100%) 2001-2000 100% (100%) 1st August			
Of those who graduate, 50% will enter college, technical training, the work force or the military within six months of graduation		50% of the graduates will enter college, technical training, the work force or the military within six months of graduation	X 1999 (100%) 2000 (97%) 2001 (100%) 2002 (100%) 2003 (100%)				
The charter outlined the following career areas: - Communications and Digital Electronics - Residential and Industrial Electronics - Engineering and Drafting - Field Power IDEA has a dual force of management teacher and classroom teachers. The leadership and team work skills through SAIL.	Courses offered each year Winners participation in the post-graduate mentoring program Not Met X						

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Table 4

Student Achievement in Reading as Measured by the Stanford 9 Achievement Test (SAT-9)
Percentage of Students Achieving on the Below Basic, Basic, Proficient, and Advanced Levels by Grade from SY 1998-1999 Through SY 2002-2003

(Percentages with the plus and minus are percentages in parentheses)

READING	1999					2000					2001					2002					2003						
	BB	B	P	A	AB	BB	B	P	A	AB	BB	B	P	A	AB	BB	B	P	A	AB	BB	B	P	A	AB		
Total - Grade 9	29	51	20	0	47	41	9	0	0		Data needed					45	45	9	1	34	51	15	0				
Total - Grade 10	43	40	15	1	67	25	8	0	0		Data needed					44	41	12	0	54	38	8	0				
Total - Grade 11	52	41	7	0	55	35	12	0	0		Data needed					65	30	4	0	56	40	4	0				
Total - Grade 12					-1	-6	-5	0	0		Data needed									-9	10	0	0				

Table 5

Student Achievement in Mathematics as Measured by the Stanford 9 Achievement Test (SAT-9)
Percentage of Students Achieving on the Below Basic, Basic, Proficient, and Advanced Levels by Grade from SY 1998-1999 Through SY 2002-2003

(Percentages with the plus and minus are percentages in parentheses)

MATHEMATICS	1999					2000					2001					2002					2003							
	BB	B	P	A	AB	BB	B	P	A	AB	BB	B	P	A	AB	BB	B	P	A	AB	BB	B	P	A	AB			
Total - Grade 9	65	29	3	0	71	29	0	0	0		Data needed					75	23	1	0	71	25	4	0		4	-2	-5	0
Total - Grade 10	46	11	4	1	58	8	4	0	0		Data needed					95	15	0	0	96	04	0	0		111	-11	0	0
Total - Grade 11	30	70	0	0	92	8	9	0	0		Data needed					87	13	0	0	89	7	4	0		-2	-6	-4	0
Total - Grade 12																												

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Table 6
Summary of Achievement on the Below-Basic, Basic, Proficient and Advanced Levels
(Results of comprehensive analysis are presented in red font.)

	1999				2000				2001				2002				2003			
	SB	B	P	A	SB	B	P	A	SB	B	P	A	SB	B	P	A	SB	B	P	A
Reading	46.0	37.0	7.0	0.0	51.8	34.1	9.1	0.0	40.4	41.6	10.0	0	48.6	41.3	9.4	7	45.1	44.4	10.4	0
					-4.2	-7.1	-2.1	0.0	-11.4	-1.5	-9	0	-8.2	-2.1	-6	-7	-5.5	-3.1	-2.0	-7
Mathematics	83.0	16.0	1.0	0.0	78.4	20.5	0.2	0.0	80.4	14.4	9	0	80.3	19.0	7	0	83.2	14.0	2.7	0
					-4.4	-14.5	-0.8	0.0	-1.8	-5.6	0	0	-1.1	-4.4	-2	0	-2.8	-5.0	-2.8	0

*Sources: Board of Education Public Charter Schools SAT Scores 97-03, 02, 03
District of Columbia Public Charter Schools SAT Scores 97-2003 (including 6 Study Total score) combined per School*

Table 7

Performance Standards - Reading and Mathematics

School Year	Reading	Math	Combined
1999	Data are needed	Data are needed	Data are needed
2000	38.0	38.8	26.6
2001	27.0	40.9	22.8
2002	36.8	40.1	26.9
2003	37.0	39.7	27.6

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Table 8

Report Card - 2003

5th AYP

Mathematics -
Reading

Reading

Mathematics

Group	No. in Group	No. Tested	% Tested	% Proficient	No. Tested	% Tested	% Proficient
Ethnicity							
Black, non-Hispanic							
Hispanic							
White, non-Hispanic							
Gender							
Female							
Male							
Special Education							
Intellectual							
Non-disabled							
English Proficiency							
LEARNER							
Non LEP/ENEP							
Economic Status							
Free/Reduced							
Non-SES							
Disseminated							
Measures							
Non-Math							
TOTAL							

Data are needed

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Measurement of Student Performance (Stanford 9 data are needed for 2001 performance by grade-below basic, basic, proficient, and advanced.)

Analysis of the Stanford 9 Achievement Test results reveals the following:

- ✓ Reading and mathematics mathematics remained over the five-year period, however, data in the final year of this review (2003) revealed higher percentages of students on each grade level performing below basic than in 1999.
- ✓ Much respect to the above statement, one might rightfully argue that the comparisons are based on different populations, because an examination of the data for grade 9 in 1999, and the same population as grade 10 in 2000, revealed a decrease from 29% to 27% in the percentage of students performing below basic in reading, but an increase from 48% to 88% in the percentage of students performing below basic in mathematics. Data are needed for this population as grade 11 students 2003.
- ✓ For students who were in grade 9 in 2002 and grade 10 in 2003, there was an increase from 45% to 54% in the percentage of students performing below basic in reading, and a very sharp increase from 75% to 96% for the percentage of students performing below basic in mathematics.
- ✓ Analysis of the data for students who were in grade 10 in 1999 and grade 11 in 2000 revealed an increase from 43% to 53% in the percentage students performing below basic in reading, and an increase from 86% to 92% for the percentage of students performing below basic in mathematics.
- ✓ Similarly, for students who were in grade 10 in 2002 and grade 11 in 2003, there was an increase from 46% to 55% in the percentage of students performing below basic in reading and an increase from 83% to 89% in the percentage of students performing below basic in mathematics.
- ✓ In a listing of the Board's fifteen schools based on combined 2001-2002 SAT 9 scores, IDEA ranked sixth. (See Appendix F.)
- ✓ Overall, the percentage of students performing below basic in 2003, the final year for which this report is written ranged from a low of 34% for grade 9 to a high of 59% for grade 11 in the area of reading, and from a low of 71 % for grade 9 to a high of 96% for grade 10 in mathematics.

Table 9.
Student Promotion Rates

Promotion Rates	1998-1999		1999-2000		2000-2001		2001-2002		2002-2003	
	To Grade	Rate	To Grade	Rate	To Grade	Rate	To Grade	Rate	To Grade	Rate
Promoted/Grade Advancement Rate	10	11%	10	13%	10	75%	10	27%	10	50%
	11	73%	11	40%	11	80%	11	92%	11	60%
	12	44%	12	93%	12	80%	12	70%	12	80%

The following should be noted with respect to promotion rates over the five-year period.

- ✓ In each year, the School reported a promotion rate of achievement from the 9th to 10th grade primarily derived from IDEA's comparison to providing a solid base in Algebra. Advancement of grade students had not previously required that which necessary to each student's complete Algebra I. Thus, they were not able to earn 5 Carnegie Units.

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- ✓ The advancement rate from grade 9 to grade 10 increased from 11% in SY 1998-1999 to 30% in SY 2003-2004.
- ✓ The advancement rate from grade 10 to 11 fluctuated over the five-year period; however, the rate decreased from 73% 1998-1999 to 60% in SY 2003-2004.
- ✓ The advancement rate from grade 11 to 12 also fluctuated with no increase from 44% in SY 1998-1999 to 93% in SY 1999-2000, a decrease to 80% in SY 2000-2001, another decrease to 70% in SY 2001-2002, and an increase to 80% in SY 2002-2003.

F. Non Academic Goals and Objectives for Student and School Performance

Accountability for achieving non academic goals and objectives established for students and school also is carefully monitored and reported. Charts 2 and 3 present findings pertinent to the non academic goals and objectives as presented in Charts 2 and 3.

Chart 3

Non Academic Goals and Objectives for Student Performance

Non Academic Goals: Student Performance		Discussion/Findings	
Performance Objective #5		1999 - 100%	All students participated in JROTC.
The IDEA Public Charter School will offer a JROTC program consisting of Leadership Education and Training (LEET), of LEET 1, 2, 3, and 4		2000 - 100%	All students participated in JROTC.
Expectations: 100% of all students will participate in JROTC		2001 - 100%	All students participated in JROTC.
Measurement Tool: Observations and student attendance on LEET 1, 2, 3, and 4		2002 - 100%	All students participated in JROTC.
		2003 - 100%	All students participated in JROTC.

Chart 4 in the next section discusses the non academic goals and objectives for school performance.

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Chart 4

Non Academic Goals and Objectives for School Performance

The first four goals were outlined in the School's charter. The remaining goals and objectives were delineated in the School's Accountability plan. The goals and objectives in the two documents are complementary.

<u>Non Academic Goals and Objectives: School Performance</u>	<u>Description</u>
Ensure an environment that encourages attendance and reduces alternatives.	This goal is meeting this goal to a satisfactory extent.
Provide an opportunity for eligible services to secure financial aid.	This was needed.
Promote citizenship (student discipline), citizenship, learn work, through repetitive team building exercises and performance tests.	All students participate in citizenship, work, work and team building exercises through the ROTC.
Provide youth development activities (e.g., ROTC, leadership, learn work activities, field trip opportunities for earning and service with the community).	There are needs on the grounds/program/ faculty in the area of citizenship.
Receive more than a high school diploma (e.g. advanced standing in college, a resume of work experiences, contact with employers and other credentials showing work experience).	The School is meeting this goal.
<u>Non Academic Goals and Objectives: School Performance (continued)</u>	This was needed.
The school year will be 210 teaching days. There will allow IDEA to support outside learning experiences. The school year will start the first day after the September holiday (1st day).	This goal is not being met.
✓ ROTC summer camp ✓ After-school program - to support students who may need additional learning ✓ Weekend programs ✓ Ten holidays ✓ Two-week winter break ✓ One week spring break ✓ Two staff development days ✓ Twelve-month employment	✓ In the first two years of operation (1997-1998 and 1998-1999) the school's calendar provided six (6) days (four of which were professional development days). In SY 2000-2001 the school calendar provided 194 academic days for students. ✓ The School's ROTC summer camp increased the number of days for students. However, ROTC is not reported for all students. ✓ During the second year of operation, the school reported that it had been given authorization to supply the larger school day hours to make up for emergency closures; however, minutes show that such authorization would adversely affect the goal of a longer school day/extended educational time. ✓ Instructional days have been added to the calendar since 1999, however, the goal of 210 days has not been met.
Students will attend school from 8:30 a.m. to 4:00 p.m.	This goal is being met.
✓ Nine periods ✓ First period - leadership training through ROTC ✓ Last period - independent study, mentoring, learning ✓ Science work study will involve mentoring and in the school day.	✓ Further monitoring revealed that ROTC was scheduled for the last period of the day. ✓ Independent study, mentoring and learning were integrated into the school schedule. ✓ In SY 1999-2000 the school calendar revealed a 100 percent day with the 100 percent of Monday and Wednesday except the activities and

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	at the hall, on Tuesdays and Thursdays at 10:00 AM. On all other days, the students are in the hall and studying. In some years, the school was open until 10:00 PM. The Board of Education has been asked to consider the possibility of extending the school's hours to 10:00 PM. They are also being asked to consider the possibility of extending the school's hours to 10:00 PM.

Teachers' hours will be from 7:30 a.m. to 4:30 p.m. This will ensure the school day is covered a half hour before and after students arrive and depart.

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Section IV: REPORT OF FINDINGS - GOVERNANCE AND MANAGEMENT

A. Management and Governance Team

Over the five-year period that is the subject of this review, the governance and management teams have had few membership/personnel changes, thus contributing to the overall stability of school operations.

- ✓ The Chairperson of the Trustees during the interim period continued in that capacity through SY 1999-2000.
- ✓ The member of the Trustees who assumed the leadership role in SY 2000-2001 was a member of the interim Board of Trustees. She remained chairperson through SY 2002-2003.
- ✓ Parents of students enrolled in the school were appropriately represented on the Board of Trustees over most of the five-year period.
- ✓ The Executive Director, Principal/Director of Education and other managers served in their respective capacities over the five-year period.

See page 2 of this report for a listing of the Trustees over the five-year period.

B. Functioning of the Board of Trustees

Among the provisions of the contract between the Board of Education and the Board of Trustees was the following: *"The Trustees shall be fiduciaries of the school and shall set overall policy for the school. The Trustees may make final decisions on matters related to the operation of the school, consistent with the charter granted to the school. This provision is, of course, consistent with the D.C. School Reform Act of 1995, as amended."*

Minutes of Trustees' meetings, interviews and monitoring of the school revealed that the Trustees have functioned effectively as fiduciaries of the school and assured the effectiveness and stability of the school during the formative years. Sample findings are presented below.

• 1998-1999

- ✓ The Chairperson of the Trustees was positively involved in monitoring vision and documented the role and functioning of the Trustees.
- ✓ During monitoring interviews, the Chairperson of the Trustees reported on governance and management efforts to match and increase parent participation.

• 1999-2000

- ✓ Agendas, minutes of meetings and other documents noted the fulfillment of fiduciary duties and discussion/planning and oversight in the following areas:
 - o Budget.
 - o Parent Involvement.

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- o Personnel,
- o Facility,
- o Curriculum,
- o Fund raising, and
- o Other governance matters.

- 2000-2001
 - ✓ Minutes of meetings revealed discussion of fiscal and educational issues
 - ✓ Specific topics addressed by Trustees included teacher and staff recruitment, strategic planning, performance objectives for the Director, status of grant writing, and other areas of overall school operations.
 - ✓ Minutes of most e.g. other school documents, and interviews revealed effective school oversight and accountability for fiduciary duties by the Trustees
- 2001-2002
- ✓ The Trustees continued effective oversight of overall school operations
- 2002-2003
 - ✓ Minutes reported that the Executive Director and Principal assumed responsibility for carrying out Trustees policies
 - ✓ Monitoring findings revealed that Trustees strive to work collectively with administrators, staff, students and parents
 - ✓ Effective leadership in achieving the academic and non academic goals established for the school was demonstrated by the management and governance team.
 - ✓ Agendas, minutes of meetings and other official documents revealed continuing and effective oversight, direction and fulfillment of fiduciary duties by the Trustees

C. Accountability

The contract between the Board and the Trustees provided that "... the school shall develop a fiscal school accountability plan with measurable performance targets for at least a five-year period. Such plan shall include baseline data and indicators of incremental gains in at least an annual basis for each management goal area and for the academic and nonacademic goals and objectives established for the student population. The accountability plan shall be submitted two days after July 15, 1998, with the specific targets for student achievement in the approved open the acquisition of baseline data from the initial academic assessment of students."

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During the first year of its operation, the School developed an accountability plan that met the requirements outlined by the Board of Education. The School also developed a process for tracking student and overall school progress toward goal achievement.

Accountability for achieving the academic and non-academic performance goals and objectives are discussed in Sections III - *Report of Findings: The Evaluation Program and Student Performance*; IV - *Report of Findings: Governance and Management*; and V - *Report of Findings: Fiscal and Assets Management* of this document.

The Executive Director and the Director of Education/School Principal were identified as the officers with primary responsibility for overseeing the accountability process.

1). Annual Reporting

The D.C. School Reform Act requires the submission of annual reports and outlined the contents of such reports. Further, the D.C. School Reform Act of 1995, as amended provided that the annual report shall be made available for review by the community.

In the contract between the Board and the Trustees, the Board expanded on the data requirements pertaining to student and overall school performance (district-wide assessments, grade advancement, graduation rates) to include a longitudinal display of data and analysis over the life of the charter. The annual reports over the five-year period did not provide the longitudinal data on student performance over the two-year period as required by the contract with the Board. The School should refer to page 7 of the contract with the Board.

- 1998-1999 and 2000-2001

• 1999-2000; 2001-2002; and 2002-2003

- ✓ The reports began with a brief introduction pertaining to the school calendar, a statement of the mission, description of the program, overview of the curriculum, and description of the structure of the school day and year.
- ✓ The reports continued with a discussion of progress toward achievement of the six performance objectives including statistics on the graduation rate, standardized test scores, grade advancement, student citizenship, attendance, and membership, enrollment in RRTC, postsecondary education, work, and military engagement, and grade advancement. Comparative data with the previous school year also were included.
- ✓ Topics also discussed in the annual reports included parental involvement, facility and staff qualifications and responsibilities and donors and grantors.
- ✓ A copy of the Audited Financial Statements (DePaul & Associates) was attached to the annual report in each year with the exception of SY 2002-2003 when the school stated the following:

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Financial Audit: The financial audit at Appendix F is due NY 2001-2002 audit which verified the requirements on our NY 2002-2003 compliance report. The NY 2002-2003 audit is due November 15, 2003.

It should be noted that beginning in 2000, the audited financial reports were due by January 15. Following the close of the fiscal year which reported to the SY 2002-2003 annual report, the fiscal year for which the school should have submitted a report was the fiscal year ending on September 30, 2002 with a required submission on January 15, 2003. The financial audit attached to the SY 2001-2002 annual report was for the fiscal year ending on September 30, 2001.

It is important to note that the School has submitted a financial audit, as indicated in the final section of this report - Section F. Report of Findings. Please see Appendix F.

E. Accreditation

The contract between the Board and Trustees provided that the school shall, "within the accreditation process and later than thirty-five days following the opening of the school and shall provide to the Board copies of official documentation that such process has begun, reports of progress from the accrediting body, and immediate notification of any barriers or full accreditation or any potential for loss of full accreditation once achieved. The school shall submit accreditation at the earliest possible date allowable in the accreditation body and not later than five years of the initial opening date and shall maintain full accreditation throughout the life of the charter."

- SY 1998-1999
 - ✓ During the first year of operation, the School reported participation in a seminar on the Middle States accreditation process.
- SY 1999-2000
 - ✓ During the SY 1999-2000, there was little evidence of progress toward achieving accreditation - neither documentation of correspondence between the School and the Middle States Association nor evidence of accreditation association, protocol or guidelines.
- SY 2000-2001
 - ✓ The School began developing a needs assessment instrument for implementation in the following school year.
- SY 2001-2002 and SY 2002-2003
 - ✓ On May 4, 2003, the Middle States Association of Schools and Colleges conducted a pre-candidacy site visit to the School.
 - ✓ The School completed the self-study, and the Middle States Association visitation team conducted its site review.

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• NY 2003-2004

- ✓ The Commission on Secondary Schools of the Middle States Association of Colleges and Schools issued a Certificate of Accreditation for the period of November 1, 2003 through November 1, 2008

- ✓ The Commission noted, "Since you are participating in the Consortium's input improvement process, accreditation is for a period not to exceed five years, ending on November 1, 2008. Should you choose to elect to continue with the second phase of this process, the accreditation may be extended for the next five years."

- ✓ The Commission also required the school to assume the following obligations:

1. The school must notify the Commission of any major administrative changes to its goals for which the school received accreditation.
2. During the duration of its accreditation, probably ending on Fall 2009, a Self-Exam Process will be required to ensure compliance with its goals for the next steps. The Self-Exam process will report to the Commission on the school's progress.
3. Also prior to the start of the fourth accreditation year, the School should establish the planning process for the purposes of developing Phase II goals and outcomes for the Middle States minimum team process, during the Spring of 2005 in order to ensure the evaluation for another five years.
4. The school will make every effort to fulfill its commitment to implement action plans and meet goals.
5. The school will submit an annual public reporting document to the school.
6. The school will submit an annual document to the Commission.
7. The school will submit an annual document to the Commission.

The following critical dates were included in the letter from the Commission:

Mid-Year Review: Fall 2003
Self-Exam Spring 2004
Mid-Year Review: Spring 2005
Self-Exam Spring 2006

F. Facilities Acquisition and Management

• NY 1998-1999

- ✓ During its first year of operation, the School leased space in the Tall Junior High School building, a vacant DCPS school facility.
- ✓ The School did not receive reports of inspection from the DCPS during the lease period.

• NY 1999-2000

- ✓ In 1999, the School leased and moved to the Charter School Building at 15th and Lee Streets, N.E., another DCPS facility.
- ✓ As noted earlier in this report, the School did not receive copies of inspection reports from DCPS during the period of its lease.

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• SY 2000-2001 through SY 2002-2003

- ✓ The School secured financing and purchased the facility at 45th and Lee Streets, N.E., Washington, D.C. Additionally, the major renovation was undertaken at the site and state-of-the-art science laboratories, computer laboratories and shop facilities were added.

C. Human Resources Management

Recruitment, Selection, Development and Performance Appraisal

Over the five-year period, the School has carefully screened and evaluated applications for faculty/staff positions. Moreover, the School has begun to link student performance and overall school performance to continued "at will" employment. Additionally, the regularity and quality of performance appraisal has improved over the five-year period. Professional development and training are ongoing elements of the school program. Topics have included, but have not been limited to, *Special Education, 401 courses, Developmental Learning, High School Improvement, Technology, Instructional Management, other*

Compliance Requirements

- ✓ *Background Clearance Reports*

During the School's first year of operation background check/clearance reports had been completed for all staff with the exception of two. However, in the second year of operation, reports of background checks were available for all staff.

- ✓ *Chest X-Ray Tuberculin Tests*

Chest x-ray reports/tuberculin skin test results were not available for all staff in the last two years of the school's operation. However, in subsequent years, the School improved and, to a greater extent, met the compliance requirements.

- ✓ *No Child Left Behind*

The School is working to assure compliance with requirements and standards of NCLB as related to teacher preparation and certification and average yearly progress of all students.

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SECTION V: REPORT OF FINDINGS: FISCAL AND ASSETS MANAGEMENT

A. Fiscal and Assets Management - An Overview

The School balanced its budget in each of the five fiscal years. In SY 1999-2000, the School began using the Quicken Books Pro Financial Management System. In each year, the School submitted all required documents - financial audit, proposed and actual budgets, and copies of financial reports, receipts and disbursed expenditures. In SY 1999-2000, the School engaged the services of PrimePay for payroll management, and over payroll schedules (completely and timely over the five-year period). In each of the five years, the School received an unqualified audit, and auditors reported identification of no material weaknesses, or reportable conditions that were not considered to be material weaknesses. Moreover, auditors found no noncompliance material to the financial statements.

Tables 10 through 12 present a picture of the financial status of the school over the five-year period beginning with data on revenue and expenses and concluding with a summary of assets and liabilities.

Table 10.
Summary of Revenue

	SY 1999-1999 (FY 99)	SY 1999-2000 (FY 00)	SY 2000-2001 (FY 01)	SY 2001-2002 (FY 02)	SY 2002-2003 (FY 03)
Appropriations					
Per Pupil Allocation	\$ 736,869	\$ 1,335,000	\$ 2,340,308	\$ 3,113,309	\$ 2,996,937
Federal Enrollment	363,709	30,000	343,909	399,607	746,402
Suppl Special Needs	(included in per pupil allocation above)	(included in per pupil allocation above)	(included in per pupil allocation above)	(included in per pupil allocation above)	(included in per pupil allocation above)
Other	121,788	80,000	-	19,428	57,110
Interest	2,797	28,400	43,923	10,374	13,289
Miscellaneous	1,180	1,332	16,711	13,595	573
In-kind Contributions					
Net Assets Transferred From	109,000		44,000	-	
Net Income					
Total Revenue	\$ 1,136,343	\$ 1,699,902	\$ 2,699,411	\$ 2,579,967	\$ 3,310,621

Table 11.
Summary of Expenses

	SY 1999-1999 (FY 99)	SY 1999-2000 (FY 00)	SY 2000-2001 (FY 01)	SY 2001-2002 (FY 02)	SY 2002-2003 (FY 03)
Program Services	\$ 816,309	\$ 1,064,953	\$ 1,613,038	\$ 2,612,080	\$ 2,309,219
Management & General	270,035	328,401	352,400	326,236	589,459
Total Expenses	\$ 1,086,344	\$ 1,393,354	\$ 1,965,438	\$ 2,938,316	\$ 2,898,678

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Table 12

Summary of Assets and Liabilities

fiscal Year Ending September 30	Total Current Assets	Total Other Assets (Property and Equipment)	Total Assets	Total Current Liabilities	Total Long-Term Liabilities	Total Liabilities	Total Net Assets	Total Liabilities and Net Assets
September 30, 1997	\$ 19,361	\$ 60,736	\$ 80,097	\$ 15,000	-0-	\$ 15,000	\$ 65,097	\$ 80,097
FY 1998 FY 1998-1999								
September 30, 2000	\$ 254,062	\$ 131,349	\$ 385,387	-0-	-0-	-0-	\$ 385,387	\$ 385,387
FY 2001 FY 2000-2001								
September 30, 2001	\$ 855,551	-0-	\$ 1,009,190	-0-	-0-	-0-	\$ 1,009,190	\$ 1,009,190
FY 2002 FY 2001-2002								
September 30, 2002	\$ 1,535,687	\$ 600,475	\$ 4,175,875	\$ 347,000	\$ 2,912,156	\$ 3,259,156	\$ 1,131,809	\$ 4,173,875
FY 2003 FY 2002-2003								
September 30, 2003	\$ 701,662	\$ 576,613	\$ 4,369,236	\$ 494,900	\$ 2,196,541	\$ 2,691,441	\$ 672,772	\$ 4,509,206

28. Independent Audits of the Financial Statement - Key Findings

In each of the five years, the School received an unqualified audit.

• **FY 1998-1999 (FY 1999)**

- ✓ In September 1999, IDEA received a loan from one of its members for loaning purposes. Under the terms of the loan, IDEA would repay the loan including a 6% interest rate starting on or before December 1, 1999. The loan payable was \$15,000 as of December 30, 1999.
- ✓ On October 22, 1999, IDEA repaid the loan in full.
- ✓ On September 30, 1999, IDEA entered into a \$150,000 loan agreement with Branch Housing & Trust company to finance its rent-to-own cash flow requirement. Under the terms of the loan, IDEA would draw any amount up to \$150,000 on or before May 2, 2000. Interest at prime plus 1.25% per annum. As September 30, 1999, the amount borrowed on the loan was \$40.
- ✓ On October 5, 1999, IDEA borrowed \$50,000 on this loan. IDEA repaid the loan in full on October 22, 1999.

**DISTRICT OF COLUMBIA BOARD OF EDUCATION
Public Charter Schools Office**

A Five-Year Review of

THE INTEGRATED DESIGN ELECTRONICS ACADEMY (IDEA) PUBLIC CHARTER SCHOOL

• **SY 1999-2000 (FY 2000)**

- ✓ IDEA currently manages the Career School pursuant to an August 30, 1999 ("99 Agreement") with DC Public Schools (DCPS) that provides for a monthly rental payment of \$1,541 and also provides for an offset against rent of the cost of repairs and improvements that IDEA makes to the premises. IDEA has submitted a list of rent offset items totaling \$24,363 to DCPS. In the April 6, 2000 extension to the Agreement, DCPS agreed that rent of premises for months subsequent to January 2000 would be deferred until DCPS determined the final offset amount allowed.

Through an agreement agreement with Brent Vito Academy, IDEA is currently using approximately 30,000 square feet of space in the Career School that DCPS owns to Brent Vito Academy. IDEA is negotiating with DCPS to formalize rental of this additional space by amendment to the 99 Agreement.

As of September 30, 2000, IDEA is preparing a proposal to DCPS to purchase the Career School.

- ✓ On October 16, 2000, IDEA received from a \$1.50,000 loan agreement with Branch Banking & Trust Company, so finance its short-term cash flow requirements. Under the terms of the loan, IDEA could draw any amount up to \$1.50,000 on or before March 16, 2001. Interest is at Prime plus 1 % per annum. As September 30, 2000, the amount borrowed on the loan was \$40.

- ✓ As of September 30, 2000, IDEA has cash in a bank in excess of the Federal Deposit Insurance Corporation's \$100,000 limit by approximately \$124,340.

• **SY 2000-2001 (FY 2001)**

- ✓ IDEA currently employs the Career School pursuant to an August 30, 1999 ("99 Agreement") with DC Public Schools (DCPS) that provides for a monthly rental payment of \$1,541 and also provides for an offset against rent of the cost of repairs and improvements that IDEA makes to the premises. IDEA has submitted a list of rent offset items totaling \$239,562 to DCPS. In the April 6, 2000 extension to the Agreement, DCPS agreed that rent of premises for months subsequent to January 2000 would be deferred until DCPS determined the final offset amount allowed.

As of September 30, 2001, IDEA is in the exploratory phase of purchasing the Career School from DCPS.

- ✓ As of September 30, 2001, IDEA had cash in a bank in excess of the Federal Deposit Insurance Corporation's \$100,000 limit by approximately \$302,610.

• **SY 2001-2002 (FY 2002)**

- ✓ On October 11, 2001, IDEA signed a commitment letter with Alliant Bank to finance its short-term cash flow requirements. Under the terms of the commitment letter, IDEA could draw any amount up to \$350,000 if necessary, based on a bridge loan in an amount up to, but not exceeding, the latter of \$351,000 or 85% of the appraised value of the Career School. A portion of the bridge loan is to be used to purchase the Career School. The total commitment is \$1,385,000. As of September 30, 2001, the amount borrowed on this commitment was \$0.

DISTRICT OF COLUMBIA BOARD OF EDUCATION
Public Charter Schools Office

A Five-Year Review of

THE INTEGRATED DESIGN ELECTRONICS ACADEMY (IDEA) PUBLIC CHARTER SCHOOL

• 2003-2008 (FY 2003)

- ✓ On May 1, 2002 IDEA obtained a loan from the District of Columbia (DC) to finance the acquisition, construction, rehabilitation, renovation, equipping, and furnishing of an education building known as "C" and to pay the taxes related to the financing. DC funded the loan with the issuance of \$2.6 million in variable rate demand revenue bonds.

In order to advance the marketability of the Series 2002 Revenue (the Bonds), IDEA requested Allfirst Bank (the Bank) to issue to the Trustee the Bank's irrevocable, nonnegotiable direct-pay letter of credit to provide payment for and secure the payment of said interest on, and the purchase price of the Bonds.

- ✓ IDEA received a grant from the District of Columbia Public Charter Schools Fund Enhancement Fund (the Fund) in the amount of \$420,000 according to the terms of the grant, the funds must be deposited in an interest bearing account with the Bank. The grant is solely for the purpose of providing additional collateral for the nonpayment obligations of IDEA under the Letter of Credit. The grant, at all times, shall be deposited with the Bank until an act of default occurs. Upon termination of the grant, or deemed in the agreement, the grant shall revert to the Fund. As of September 30, 2004, the balance in the account was approximately \$42,000.

C. Liability Coverage

- ✓ The Trustees have acquired and maintained appropriate levels of liability insurance over the five-year period

Appendix G

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Board Action Proposal

Staff Proposal

- ☐ Board Action
- ☐ Notice of Concern
- ☐ Notice of Deficiency
- ☐ Notice of Probation
- ☐ Charter Warning
- ☐ Proposed Revocation
- ☐ Revocation
- ☒ Charter Continuance
- ☐ PCSB Policy

School Request

- ☐ Enrollment Ceiling Increase
- ☐ Change in LEA Status
- ☐ Lift Board Action
- ☐ Approve Accountability Plan
- ☐ Operate in a New Location
- ☐ Charter Amendment
- ☐ Approve E-Rate Plan

PREPARED BY: Dr. Jackie L. Boddie, Academic Performance Officer

SUBJECT: Candidacy for Charter Continuance

DATE: December 19, 2011

BACKGROUND

The review of a school's charter is based on its performance as outlined in the School Reform Act, §38-1802.13(a)(b) ("Act"). Pursuant to the Act, a public charter school is a candidate for revocation if the eligible chartering authority determines that the school: 1) committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities; 2) failed to meet the goals and student academic achievement expectations set forth in the charter; 3) engaged in a pattern of non-adherence to generally accepted accounting principles; 4) engaged in a pattern of fiscal mismanagement; or 5) is no longer economically viable. Additionally, a standard charter school¹ may be a candidate for charter revocation if its Performance Management Framework (PMF) performance falls into any one of the following categories:

- (1) Performs in Tier III for three consecutive years;
- (2) Performs in Tier III and shows ≥ 5 percentage point decrease in academic score for two consecutive years; or
- (3) Scores 20 percentage points or below in the most recent year.²

As well, a non-standard charter school³ may be a candidate for revocation of its charter if it fails to:

¹ Standard charter schools and programs administer statewide assessments to 3rd – 8th and 10th grade students.

² Standard charter schools and programs will be evaluated using the 20% points or below threshold this charter review cycle. Once schools have established two years or more of PMF data, the PCSB will hold them accountable to one of the three criteria cited.

³ Non-standard schools and programs include schools that provide instructional services to Pk3-2nd grade students, GED and adult learners, and schools with 100% of students identified with special needs.

- (1) Attain the majority of the academic performance goals listed in its accountability plan; or come within 90% of all missed academic performance goals on its accountability plan;
- (2) Perform within a minimum of 90% of its accountability plan attendance targets; or
- (3) Maintain enrollment levels sufficient to sustain the economic viability of the school.

Integrated Design Electronics Academy (IDEA) Public Charter School is in its fourteenth year of operation (1998-2011). The school's mission is to "develop young people with the academic, social, leadership and occupational skills to compete successfully in post secondary education/training and enter challenging careers in the technical fields of work." The school is located in the Deanwood area of Ward 7 and currently serves 362 students in grades 7 through 12. The school has been accredited by the Middle States Association through 12/1/2013. Based on federal *NCLB* legislation, IDEA's instructional program is in Restructuring Year II.

According to the school's most recent Program Development Review, IDEA's instructional program continues to be an area in need of significant improvement. The school has failed to adequately address its academic targets on the DCCAS and all initiatives have failed to establish a trend of appreciable improvement in the school's academic performance during the course of its fourteen year charter. During the school's most recent nine-year DCCAS record (2002-2011), approximately 55% - 70% of IDEA's learner population has failed to acquire proficient reading and mathematics skills identified in its mission.

<i>Year</i>	<i>% Not Proficient Reading</i>	<i>% Not Proficient Math</i>
2002	76%	71%
2003	72%	70%
2004	68%	63%
2005	64%	72%
2006	78%	75%
2007	66%	70%
2008	55%	58%
2009	57%	60%
2010	59%	66%
2011	61%	62%

One of the greatest concerns cited by the Program Development Review team was the number of continuing Board initiatives not directly related to academic achievement. These efforts, over time, have competed with time and resources necessary to ensure the development of an effective instructional program exemplifying consistent and sustained achievement gains for learners in critical skill areas, specifically reading and mathematics.

IDEA Public Charter School is a Tier 3 school scoring 29.3% of 100 percentage points in middle school program performance and 30.9% in high school program performance under the PMF.

However, in violation of the ***School Reform Act §38-18-2.04***, the school has operated an evening adult education program, for a number of years, without filing a charter amendment with the D.C. Board of Education or the DCPSB. The adult education component is outside the conditions, terms, standards or procedures set forth in its charter.

IDEA has not, however, committed any known violations of the conditions, terms, standards or procedures relating to the education of children with disabilities; has not engaged in a pattern of fiscal mismanagement; has engaged in generally accepted accounting principles, and is economically viable.

PROPOSAL

The Integrated Design Electronics Academy (IDEA) Public Charter School is a candidate for charter continuance as it met the PMF academic standard and the non-academic criteria stated in §38-1802.13(a) (b) of the School Reform Act.

A charter amendment, however, must be submitted immediately, if the school is to continue the evening adult education program. Until the Board approves such an amendment, the adult education program at IDEA should be terminated.

Date: _____
PCSB Action: _____Approved _____Approved with Changes _____Rejected
Changes to the Original Proposal: _____

Appendix H



December 21, 2011

Colonel Joseph Stull
Integrated Design and Electronics Academy
Public Charter School
1027 45th Street, N.E.
Washington, D.C.

Dear Colonel Stull:

This letter serves to inform you that in its meeting held on December 19, 2011, the DC Public Charter School Board approved a proposal to revoke the charter of Integrated Design and Electronics Academy Public Charter School ("IDEA") for failure to meet the academic goals and student academic achievement expectations set forth in its charter. In addition, IDEA has violated the terms of its charter and the School Reform Act by operating an evening adult education program.

Pursuant to § 38-1802.13 (b)(2) of the School Reform Act of 1995, as amended, you have the right to request in writing an informal hearing on the proposed revocation within fifteen (15) days of receipt of this letter.

Should you have any questions, please contact Jacqueline Scott-English at (202) 328-2671.

Sincerely,

A black rectangular box redacting the signature of Brian W. Jones.

Brian W. Jones
Chair

Cc: IDEA Public Charter School Board of Trustees
Norman Johnson, Executive Director
DC Public Charter School Board Members

Appendix I



March 15, 2012

Colonel Joseph Stull
Board Chair
Integrated Design and Electronics Academy Public Charter School
1027 45th Street, N.E.
Washington, D.C. 20019

Dear Col. Stull,

This letter serves to inform you that in its public meeting held on February 27, 2012, the District of Columbia Public Charter School Board (PCSB) agreed to the terms of the mutually agreed upon conditions between PCSB and the Integrated Design and Electronics Academy Public Charter School (IDEA) to address IDEA's poor academic performance and violation of their charter in regards to their adult education program.

The PCSB takes seriously its role in providing oversight of the schools under its authority. We appreciate the efforts of your Board of Trustees, teachers, administrators and staff in serving students of Washington, D.C.

Sincerely,

Brian Jones
Chair

cc: David Owens, Board Member and Chair of the Restructuring Team
Norman Johns, Executive Director

Appendix J

February 25, 2012

***“Conditions for Continuance Agreement”
D.C. Public Charter School Board
and
Integrated Design and Electronics Academy PCS (IDEA)***

IDEA PCS—Response to Plan Submitted to PCSB on February 14, 2012, with revised documents submitted on February 24, 2012.

At the February 2, 2012 public hearing on the PCSB’s proposed revocation of IDEA PCS’s charter, the PCSB provided IDEA PCS with a letter requesting they provide by February 14, 2012:

1. A comprehensive review of IDEA PCS’s current status,
2. its approach to the restructuring effort,
3. the school’s goals, and
4. how the school intends to use the expertise of its consultants to assist its Board to enhance the school’s capabilities.

The plan that was submitted on February 14 contains the following promises:

- the Board Chair, Executive Director and Principal will step down at the end of the 2011-12 school year;
- the adult education program has been terminated;
- the middle school program may be terminated, based on recommendation of the restructuring team;
- Ten Square will be the lead consultant of the restructuring team;
- Charter Board Partners will conduct a full audit of its Board of Trustees and identify new member, train the new Board
- other consultants will be identified to join the restructuring team
- End-to-End Solutions will conduct a full audit of their special education records and program and they will work with OSSE to get training
- an Action Plan to implement the changes will be submitted.

IDEA PCS, also committed to the following:

- Implement the Restructuring Plan;
- Provide monthly reports to the PCSB on its progress in implementing our Restructuring Plan until its 15-year charter renewal; and
- Expect PCSB to evaluate IDEA PCS by the same standards it applies in evaluating any charter school whose charter is up for renewal.

The actual Restructuring Plan can best be described as “a plan to plan”. This is partially because the new administration, which will be responsible for running the restructured IDEA PCS, has not yet been hired. However, the lack of clear deadlines, concrete substance, and organizational structure caused PCSB to identify a number of conditions that must be met over the next seven months in addition to the promises outlined above.

PCSB recognizes that it is difficult to find a competent new leadership before the end of the school year and therefore fully expects that the current IDEA PCS leadership and Board establish a robust Reconstruction Team to begin the work of restructuring IDEA PCS. On February 24, 2012, IDEA PCS submitted a profile of its current consultants and a timeline for completing tasks outlined in its plan. Currently, they have identified the following consultants to join the Restructuring Team, and assigned each one tasks from the restructuring plan (see document “Academic Consultant Scope of Work”).

- TenSquare
- Charter Board Partners
- Aimee Evan, Quill Research Association
- Alexandra Pardo, Candice Bobo, Rebecca Penny, Thurgood Marshall PCS
- DC Special Education Cooperative

It is important that all members of the Restructuring Team be on board no later than March 15, 2012, to start the process of opening by the 2012-2013 school year. While the Restructuring Team works on the 2012-2013 School Year, IDEA leadership is responsible for running the school and working with the restructuring team to complete the conditions outlined below.

Conditions

Per the February 24, February 14, and January 31 submissions by the school to PCSB, PCSB recommends the following conditions:

- The PCSB recommends that the following expertise is represented on the Restructuring Team to develop an effective school program:
 - o **Project Manager**
 - o **Secondary Master Scheduler**
 - o **Special Education Coordinator**
 - o **Curriculum Expert**
 - o **Secondary Behavior Management Specialist**
 - o **Parent Liaison**
 - o **Governance Expert**
 - o **Operations Expert**

- A restructuring team will be identified by **March 15, 2012** and will be approved by PCSB by April 1, 2012. Any changes to the makeup of the restructuring team must be provided in writing and approved by PCSB.
- The restructuring team will produce monthly reports due on the 15th of each month, beginning in May 2012 and continuing through July 2013.
- The restructuring team will conduct a thorough and intensive review of IDEA's current systems and processes including: staffing, governance, academic program and performance, finances, and operations. The review will determine the merit of current systems and, when appropriate, suggest new systems. The comprehensive review will be completed by **May 1, 2012** and the findings and action items based on those findings will be reported to PCSB in its **May 15th** report.
- In addition to the action items identified in the report, the restructuring team commits to the following action items:

May 15 report

- Findings from the program review in the areas of curriculum, instruction, governance, behavior, and operations, with proposed action items and timetable--to be approved by the PCSB.
- Staffing
 - Evaluation—IDEA signed on for RTTT funding and therefore must evaluate its staff based on the RTTT guidelines. IDEA PCS must submit its teacher evaluation system and the performance of the teachers it plans to retain and the evaluator(s) name(s) to PCSB by **May 1, 2012**.
- Governance
 - Identify a new Board Chair and three new members of the Board—completed by **April 30, 2012**
- School Academic Plan:
 - Update the course offerings manual, delineating all existing materials and prerequisites. Description and sequence—completed no later than **April 30, 2012**—final version due in July.
 - The secondary master scheduling expert will create SY2012-2013 master schedule—completed by **April 30, 2012**. This should include a plan to assess and diagnose all new students regarding literacy and math proficiencies and make modifications as needed by August 2012.
 - Describe the Summer School Program that will address Credit Recovery.

June 15 report

- Staffing
 - Hire school and academic leadership positions, including the executive director and head of academics and head of operations —contracts should be completed by **May 31, 2012**. If additional time is required, this should be delineated in the June 15th report, with supportive rationale for the extension.
- Governance
 - Add an additional two new board members (totaling 5) by **May 15**. New board members will include individuals with academic expertise, among other skills as determined by a needs assessment.

July 15 report

- Staffing
 - Identify key teaching and academic support positions (must include special education and data manager), including writing job descriptions and advertise in multiple venues
- Governance
 - Determine how the mission can be accomplished and/or whether or not the mission should be changed. A change would require a Charter Amendment by **July 12, 2012**
 - Create 2012-2013 Goals for the school—completed by **June 30, 2012**
- School Academic Plan
 - Create a flexible SY2012-2013 Professional Development schedule, based on intermittent PD needs assessments conducted during the school year by **June 30, 2012**.
 - Create SY2012-2013 assessment schedule—completed by **June 30, 2012**
 - Create a two-week teacher Professional Development plan to prepare teachers for SY2012-2013 that will address the school's chosen curricula, instructional strategies, and assessments. The plan must identify the who, what, and how each component of the PD will be delivered—plan is to be

completed no later than **June 30, 2012**. School goals must be identified for this, in line with the Mission.

- o Select a student advisory board to work with the restructuring team to develop a program that will create a culture that is welcoming for new and returning students.
- o Revise and update all policies identified consistent with the school's mission and philosophy, including promotion, graduation, attendance, and discipline. Develop strategies, goals, and measurable targets designed to reduce the number of suspensions and expulsions during the school year. —completed by **June 30, 2012**
- o Develop and submit the **finalized Building Readiness Checklist/schedule** that will be used to open School by **June 30th**. (e.g. Supplies needed, books, contracts, maintenance, repairs, furniture, cleaning. **June 30**

August 15 report

- Staffing
 - o All staffing positions must be filled by **July 31, 2012**
- Governance
 - o Create governance committees, including academic and finance and review DC CAS results as a Board and create an academic action plan based on the results.
 - o Create Board approved policies for operation: i.e., inclement weather, grading, school closing, Internet usage, etc.
- School Academic Plan
 - o Final course offerings manual, delineating all existing, materials and prerequisites. description and sequence—completed no later than **July 31, 2012**
 - o The secondary master scheduling expert will create a final SY2012-2013 master schedule—completed by **July 30, 2012**. This should include a plan to assess and diagnose all new students regarding reading and math proficiencies.

- o Procure appropriate resources for core academic subjects **by July 31, 2012**
- o Identify and procure appropriate interim and summative assessments for core content areas—completed by **July 31, 2012**
- Finance
 - o Complete a PCSB-approved budget for the coming academic year based on conservative enrollment projections

September 15 report

Submit all updates; include all School Opening Documents and all summer school data. All of this information will be reviewed for the October Board meeting in order to determine the school's renewal status.

 Brian W. Jones, Chair, DC Public Charter School Board

Date:_____

 David Owens, **IDEA Public Charter School** Board Member-of-Record

Date:_____

Appendix K

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EXECUTIVE SUMMARY

On February 27, the DC Public Charter School Board (PCSB) granted *conditional continuance* to Integrated Design and Electronics Academy Public Charter School (IDEA) based on the school's promises to make dramatic changes led by the Restructuring Team under the oversight of David Owens, IDEA Board member and Chair of the Restructuring Team.

The PCSB-approved Restructuring Team, coordinated by TenSquare, a national educational consulting firm, included the following scope of work and responsible people/parties:

- Project Management – TenSquare
- Secondary School Master Scheduler – Alexandra Pardo, Thurgood Marshall Academy
- Special Education Expert- DC Special Education Cooperative
- Curriculum Expert – Rebecca Penney, Thurgood Marshall Academy, and team of core content area master teachers
- Secondary Behavior Management Specialist – Candice Bobo, Thurgood Marshall Academy
- Parent Liaison - Candice Bobo, Thurgood Marshall Academy
- Governance Expertise –Charter Board Partners
- Operations Expert –TenSquare
- Teacher Evaluation and Recruitment – Aimee Evan, Quill Research Associates (and Candice Bobo and Rebecca Penny)

This report is submitted in response to the PCSB requirement to conduct a “thorough and intensive review of IDEA’s current systems and processes including: staffing, governance, academic program and performance, finances, and operations.” The findings and recommendations of this audit are contained in the enclosed report.

Since the February 29th kick-off meeting, the Restructuring Team has worked in partnership with IDEA’s Board of Trustees, administrators and staff to complete all tasks per the PCSB-approved Action Plan (Version: 3.22.12) and Conditions. In total, the Restructuring Team spent over 800 hours reviewing every aspect of IDEA’s academic programs and operations and working with IDEA’s staff and Board to develop this report.

Specifically, this report includes the following deliverables as required by PCSB for the May 15th report:

- Findings from the program review in the areas of curriculum, instruction, governance, behavior, and operations, with proposed action items and timetable. Findings from additional areas deemed important for a comprehensive audit are also included.
- An enhanced and revised teacher evaluation report. (IDEA submitted the teacher evaluation system and performance of the teachers on May 1, 2012 to the PCSB.) This report is provided in the appendices of this report.
- A Governance update that includes detailed information on the five new Board members. It is worth noting here that the IDEA Board voted David Owens as the new Board Chair effective July 1, 2012. More information is provided in the Governance Report.

- A draft course offerings manual, delineating all existing materials and prerequisites, including description and sequence (completed by April 30) is included in the appendices of this report. Please note that this is a draft report pending final staffing.
- A SY 2012-13 draft Master Schedule (completed April 30), including a plan to assess and diagnose all new students regarding literacy and math proficiencies. This schedule is included in the appendices of this report.
- The 2012 Summer School Program that addresses credit recovery is included in the appendices of the report.

The overall findings of the audit conducted by this team of consultants may be summarized as follows:

- IDEA has established all of the basic building blocks of a school: there are academic and discipline policies; student and staff handbooks; schedules and a course catalog; an organizational chart; employee pay systems and benefits; budgets and financial statements; Board committee charts and by-laws; etc. However, these basic policies are not consistently expressed in writing or in action. This results in understandable confusion in day-to-day operations. A complete review of such policies is needed to achieve one consistent and coherent program.
- The basic policies are not being implemented in any coordinated or strategic fashion. Overall school performance inevitably suffers as a result. Especially critical is the need to coordinate the academic program among various written instructions and procedures in order to derive a more comprehensive result.
- The foundations of a comprehensive academic program are present including required course offerings in core courses, curriculum including unit plans, standards, objectives, textbooks and scope and sequence, and career and JROTC offerings to supplement the mission of the school. However, instruction lacks a school wide framework.
- Academic rigor, as evidenced by higher order objectives, student outputs, and assessments, is insufficient leading to low student engagement.
- Instruction is predominantly teacher led with a reliance on direct instruction. There are not enough effective teaching strategies being implemented school-wide.
- The teaching staff contains many teachers who are ineffective and minimally effective as measured by Race To The Top and consultant observation tool measures. Academic success will only be possible if these teachers are replaced with teachers who meet the District's HQT criteria and who can demonstrate that they are effective and highly effective teachers.
- There is a lack of structure in the school culture. By refocusing the staff and students on the school's core values and implementing a simple set of rules with clear consequences, the school can begin to bridge the gap between what is on paper and what is practiced.
- The board has been operating in the mode of a founding board rather than a governing board. The board needs to transition some of its operational practices to become more effective and more accountable for the academic success of the school and its students.
- Operationally the school is supported by internal staff and external contractors to provide support for school operations in areas of academics, student support services, facilities, security, and accounting; however the current organizational chart and staffing plan do not maximize support for student learning and lack accountability for staff performance.

- Declining student enrollment and the recent construction of the Wellness Center has impacted the school's financial health. Among the recommendations found in the Finance Report, the board and leaders must develop a conservative budget for SY 2012-13 and work closely with its lender on its \$8M construction loan.

This report addresses, in detail, these basic operational structures that need to be fixed and proposes specific action items that should be undertaken to correct the deficiencies that are noted – some of which are already underway.

The Restructuring Team has embraced three principles that it believes will determine the ultimate success of the restructuring effort:

1. Technical advising performed by actual practitioners who are experts in their fields and have a profound understanding of the challenges and best practices that most effectively address those challenges.
2. A comprehensive scope of work that reviews the school's entire program and addresses the root causes of the school's underperformance
3. The recognition of the fact that successful turnarounds require a sustained effort and a multi-year commitment.

The Restructuring Team is prepared to work with IDEA's Board and the PCSB to determine the best way to remain engaged with the effort. We would suggest a meeting with the PCSB at your earliest convenience to discuss these recommendations and to seek your approval to implement them.

Thank you for your support of IDEA and the Restructuring Team's efforts to help improve the school's performance. Although there is still much work ahead of us, we believe we are on the right track to improving academic outcomes of our students. We look forward to continuing the work.

I. STAFFING REPORT

EXECUTIVE LEADERSHIP RECRUITMENT UPDATE

Recruitment for leadership for IDEA PCS has been active since March 2012, with nearly 100 applications processed in the past five weeks. The recruitment process is summarized below:

What?	Who?
Resume review	TenSquare
Candidates selected for written response activity and notified via email	TenSquare
Written short-answer responses reviewed; Google search of strongest candidates; pool of candidates identified for phone interviews	TenSquare
Initial interviews either by phone or in-person	TenSquare
Initial reference check of top candidates prior to recommending to Board of Trustees	TenSquare
Top candidates recommended to Board for in-person school visit	TenSquare
Board selects candidates to visit the school; TenSquare notifies candidates and coordinates dates; school visit organized	Board & TenSquare
School visit, including school tour, classroom observation activity, and interview panel; recommendations for finalists generated (interview panel) and communicated to the Board	TenSquare Board representative(s) Key staff Parents/guardians Student leaders
Fingerprinting and background check of finalist(s); final reference check of finalist(s)	TenSquare
Interview of finalist(s) by Board and final vote	Board
Position offered and announced	Board

Applicants as of 5/4/2012: IDEA Principal Position

Total number of applicant resumes received and reviewed	36
Applicant more appropriate for a different school level or different position at IDEA	9
Total number of applicants eliminated immediately for reasons including: - No evident experience as a principal or lacking substantial leadership experience, and/or - Inadequate academic expertise/experience, and/or - Experience more appropriate to another role or another school, and/or	13

• Associated with a failing or closed school, and/or • Poorly written resume/cover letter/written response (several errors of punctuation, spelling, capitalization, grammar; typos; disorganized)	
Total number invited to Level 2 Screening (written responses)	10
Total asked to participate in phone interviews	4

Two solid principal candidates have emerged from this group and are undergoing second phone interviews and initial reference checks. Both are veteran principals who have also been teachers: one female with 25 years of experience and one male with 17 years of experience. Each has a clear vision for what it takes to foster educational excellence, expertise in guiding staff, high expectations for students, and an awareness of the challenges and opportunities inherent in transforming an underperforming school.

Applicants as of 5/4/2012: IDEA Executive Director

Total number of applicant resumes received and reviewed	62
Applicant more appropriate for a different position at IDEA	16
Total number of applicants eliminated immediately for reasons including: • No evident experience in a significant management role, and/or • No evident experience as a people manager, and/or • Experience more appropriate to another role or another school, and/or • Associated with a failing or closed school, and/or • Poorly written resume/cover letter/written response (several errors of punctuation, spelling, capitalization, grammar; typos; disorganized)	19
Total number invited to Level 2 Screening (written responses)	22
Total asked to participate in phone interviews	5

Top candidates so far include two attorneys with both education and business expertise and an educator with extensive management experience in local school districts. All are eager to work in collaboration with the new IDEA principal to refine the restructuring plan to implement a strong academic program in a culture of accountability.

Through active networking, TenSquare has identified and is in the process of contacting an additional group of candidates who are high performing individuals looking for growth or new opportunities and currently hold positions at other D.C. public schools.

The Restructuring Team recognizes the challenge of not only simultaneously recruiting three new leaders, but also the challenge of having three new leaders start this summer without any former knowledge of each other or the school. After researching examples of successful turnarounds and restarts, the Restructuring Team is considering how to best utilize the knowledge and talents of Norm Johnson and TenSquare to create a transition that will give the new leadership, once hired,

a greater likelihood of success. The Restructuring Team requests a follow-up meeting with the Public Charter School Board to discuss how best to transition the reconstituted IDEA for school year 2012-13.

Recruitment Sources: Notices have been posted or distributed to networks, services and individual contacts, including but not limited to:

Baltimore Public Schools contacts
Bridgestar
Building Excellent Schools
Career Services - Graduate School of
Education at:
 George Washington University
 Harvard University
 University of Pennsylvania
 University of Maryland
City Bridge Foundation
City Year
Deloitte Community Involvement
Department of Education contacts
District level contacts in Montgomery
County
Education Trust
Education Week
Flamboyant Foundation

Gates Foundation contacts
High performing charter schools
Idealist
Independent educational consultants
KIPP Foundation
Local education-focused nonprofits
MetLife Foundation contact
National Alliance for Public Charter Schools
New Leaders for New Schools
New Profit, Inc.
Office of the Mayor
Professors of Education at Johns Hopkins
University and Loyola College
TFA alumni network
US Department of Ed contacts
Veteran principals

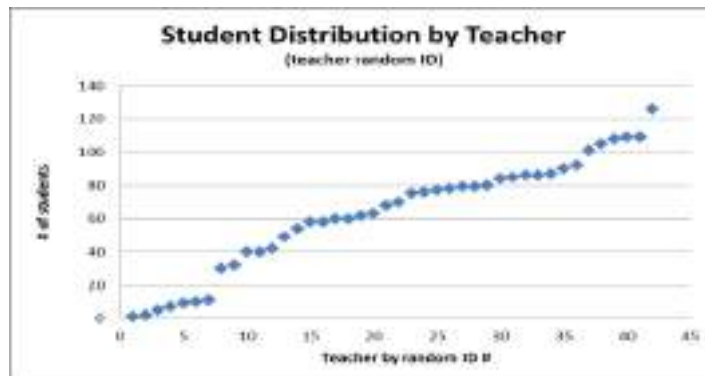
STAFFING & ORGANIZATIONAL CHART

IDEA-PCS has 85 full time faculty/staff positions for a school of 347 students. Similarly situated middle and high schools have closer to 50-60 full time employees for a student population of this size. This begs a closer look at the positions of faculty and non-teaching staff members, and the general structure and lines of reporting of the school.

Key Findings

Faculty Positions

- There are 42 different individuals providing instruction as “teacher of record” to students. A closer look at teacher staff plans show that teachers teach unequal class loads with tremendous variation in core class size, ranging from as low as one to twenty-seven. The average class size is 12.59. Teachers teach anywhere from one to seven class periods based on the ten period day. Teachers teach between one and four different classes (e.g. Algebra I, geometry). In addition to supporting special education students, special education teachers are also teaching core classes (music and AP English) which impacts their ability to meet the needs of students with special education. The typical class load for a teacher at the high school level is between one and three difference courses. In general, from our review of schedules and interviews with teachers, approximately fifteen teachers have less than full time teaching schedules. Five teachers teach two difference courses simultaneously to different students at the same time (e.g. Algebra II/ Geometry; Spanish I/Spanish II) according to the master schedule. At the high school level, on an eight period day, teachers typically teach 6 periods creating a teacher student load on average of 120 – 150. The staffing plan does not match a typical staffing plan with only one teacher having 120 or more students. Specifically:
 - There are 205 separate class sections taught:
 - 3 sections have 25 or more students enrolled;
 - 33 sections have between 20 – 24 students enrolled;
 - 65 sections have 10 or fewer students enrolled;
 - 29 sections have 5 or fewer students enrolled
 - The distribution of students to each teacher is uneven ranging from 1 to 126. The average student distribution by teacher is 62.92.



- The number of sections taught by each teacher varies between 7 and 1

Class Sections	# of Teachers
7	6
6	20
5	3
4	4
3	0
2	4
1	4

IDEA's teacher staffing plan is due in part to an inefficient master schedule and lack of course sequencing. The school underwent three variations to the master schedule during the 2011-12 school year and a staff reduction in October. This is discussed at greater length in the Academic Performance and Policies section.

Non-teaching Staff Positions

According to a FTE count provided by the Director of Human Resources, there are 39 staff out of 85 total who were neither teachers nor curriculum-related staff. These positions include the following:

5 Security	1 Human Resources	2 Family
4 Discipline	1 Development	Involvement/Support
4 Front	1 Business Manager	Services
office/Admin/Attendance	4 Food Service	2.5 Data/ Registrar
3 Counseling	3 IT and Desktop Support	1 Compliance Officer
4 Operations/Facility		

Interviews with staff, observations and staff surveys reveal:

- Several full-time staff members may not have responsibilities that warrant full-time positions and pay.
- There are staff members with duplicative roles. This creates two problems: an unnecessary burden on the school's finances and a lack of clear ownership of the function/responsibility.
- Staff members do not receive regular, annual performance reviews, according to interviews with multiple teachers and staff members at the school. (A detailed review of HR files will be necessary to confirm this observation.)
- The administrative staff consists of an Executive Director, Deputy Executive Director, Principal, Assistant Principal, and Head Dean. The multiple layer administrative team appears to create some confusion for staff who express uncertainty about how decisions are made. The size of the administrative team is larger than comparable schools with this size student population.
- IDEA-PCS employs its own Security, Facility and Food Service employees, as opposed to contracting these services out as many charter schools do so as to reduce the need to hire, manage and maintain their own full-time experts.
- Attendance, Registrar, Data, and Family Involvement are performed by at least 5.5 different employees. These functions are often combined into fewer roles (e.g. Family Involvement and Attendance.)
- Four front office staff handles phones, parent inquiries, applications, and administrative duties. Four front office staff is excessive for a school of this size.

Recommendations

- Review all full time non-teaching staff positions and job descriptions. Create clear – and full-time - job descriptions and evaluations for each position.
- Reduce number of employees by eliminating duplicative positions and outsourcing, where appropriate.

ORGANIZATIONAL CHART - GENERAL STRUCTURE AND LINES OF REPORTING

Key Findings

The current organization chart provided by the school shows six direct reports to the Executive Director: Principal, Business Manager, Deputy Director, Administrative Support/Facility Management, Operations/Security (Deans), and Director of Technology. (See APPENDIX A) Critical functions that impact the performance of the school, such as Attendance (omitted from the chart), Discipline, and Enrollment are separated from the leaders responsible for school performance (Principal and Deputy Director) and instead housed under the Administrative Support/Facility Management leader who also oversees Food Service, Custodians, and Transportation or the Operations Manager/Head of Security.

Restructuring Team consultants who spent significant time at the school observing classes, talking with teachers, or working with staff and leadership all shared a lack of clarity on where to go for certain information. It was very difficult to ascertain who was responsible – who owned – particular tasks.

Recommendations

- Reduce the number of direct reports to the Executive Director (3) and create three main functions of the school – Academic & Behavior Performance (Principal), Operations (COO) and Development (Development Director).
- Connect all academic performance related responsibilities under the Principal (including attendance, discipline, and enrollment- all of which are in need of improvement).
- Consider a simplified organization chart with clarified reporting lines and scopes of each position in line with the aforementioned recommendations. The attached proposed sample organizational chart aims to reduce the number of FTEs appropriate for a school of 347 students, and to streamline reporting lines. Moreover, it creates increased ownership over specific areas of the school while clarifying reporting structures. (See APPENDIX B)

(See APPENDIX C for Revised Teacher Evaluation Process & Results)

(See APPENDIX D for New Teacher Recruitment Update)

II. GOVERNANCE REPORT

INTRODUCTION

The IDEA Board of Directors and the IDEA Restructuring Team hired Charter Board Partners (CBP) to assess the effectiveness of the IDEA board, develop an action plan for restructuring the board, and work with the IDEA Board on the implementation of that plan. CBP began implementation of our model for improving charter school board effectiveness in early March 2012. (See APPENDIX E.) In addition to our regular model, CBP identified a top expert in effective governance to provide training and expertise to the IDEA Board during the restructuring process (her bio is attached to the end of this report).

CBP believes strongly that, by design, no two charter schools are alike, and that each school needs a unique board. Therefore, in order to support boards in improving their effectiveness, we work hard to get to know each individual board. To that end, CBP began our work with IDEA by conducting a Board Needs Assessment, which included the following elements:

1. A self-assessment survey completed by members of the IDEA Board and school leadership
2. Interviews/conversations with Board members
3. Review of background materials
4. Attendance at PCSB hearings and meetings regarding IDEA's status
5. Extensive and ongoing discussions with TenSquare leaders and members of the restructuring team

Key Findings

Based on this needs assessment, CBP has identified several key challenges that the IDEA Board faces. These are common challenges across the charter school sector, and our experience with other boards has helped us develop recommendations for addressing these challenges. This section briefly outlines our key findings and recommendations; the rest of this section of the report offers further detail.

The IDEA Board of Directors shares a deep passion for and commitment to the school. We have been very impressed with the dedication of the current Board members, as well as the enthusiasm and seriousness of purpose with which new Board members have joined this work. Unlike many boards with which we have worked, the IDEA Board is unusually willing to seek advice and take the steps necessary to improve its effectiveness. This is not typical in the charter school sector, and we commend this Board for its renewed focus on effective governance.

The IDEA Board of Directors has been functioning as a founding board, not a governing board, and therefore its leadership of the school has not been as effective and strategic as possible. In our experience, charter school boards often remain in founding mode for many years after the founding of the school; the IDEA Board is not alone in this situation. In the last few months, the Board has already made important strides in identifying how it might improve its effectiveness. Particular areas in need of improvement include:

- a. Developing a strong strategic plan for the school's sustainability and survival
- b. Creating clear annual goals for the Board and monitoring progress towards those goals
- c. Strengthening the committee structure, so that committees have goals tied to the Board's goals and handle the bulk of the Board's work *(in progress)*
- d. Revamping meeting agendas to focus the majority of Board meeting time on strategic oversight issues
- e. Ensuring that Board members collectively have the skills and experience necessary to meet the Board's goals *(in progress)*
- f. Evaluating and supporting school leadership

Recommendation: Identify high-priority skills missing from the Board and recruit new Board members with those skills *(Ongoing; needs assessment complete and five new members added)*

Recommendation: Remove disengaged Board members and faculty/staff members from the Board *(Ongoing)*

Recommendation: Overhaul Board operations to follow best practice for charter school boards *(Ongoing)*

Recommendation: Set clear Board goals and put in place a system for tracking progress towards those goals *(Ongoing)*

Recommendation: Lay the groundwork for a strategic planning process *(Ongoing)*

Recommendation: Develop an evaluation plan for the new school leader *(Ongoing)*

The IDEA Board has not placed sufficient emphasis on the importance of sustained high academic achievement in the school. Again, the IDEA Board is similar to many charter school boards in that it has to some extent considered academic achievement to be primarily the responsibility of the school leadership team. For high-functioning nonprofits, this is actually considered best practice. However, it is our experience and our opinion that charter school boards must share responsibility for ensuring high academic achievement, and that in the case of schools with low academic performance, the board must actually assume leadership in this area to determine what changes must take place to reverse course. In the last several months, the IDEA Board has demonstrated a willingness to do this. We believe they are on the right track towards increasing the Board's focus on academic achievement.

Recommendation: Refocus the Board to place top priority on raising academic achievement and installing and supporting effective school leadership; set clear Board goals that reflect these priorities and track progress towards those goals *(Ongoing)*

Recommendation: Add Board members with deep experience and expertise in organizational management, school turnaround, data-driven school improvement, and supporting effective leadership *(Ongoing)*

Recommendation: Revise Board meeting agendas to ensure that the majority of the Board's time is focused on its top priorities. *(Ongoing)*

The IDEA Board has not examined the school's mission in recent years to determine if it is (1) achievable, (2) measurable, and (3) the best mission to guide the school towards improving academic achievement. Very few charter schools ever revisit the school's mission. As indicated in IDEA's letter to the PCSB, the IDEA Board is committed to reevaluating the school's mission

in its entirety and carefully studying what adjustments need to be made to set the school on a course of improved student achievement, while preserving the intent of the school's founders and the unique heart and soul of IDEA.

Recommendation: Convene a mission review committee to revisit the school's mission statement and lead the Board's work in developing a new mission statement; consult with academic and school reform experts; seek parent and stakeholder input; and vote on a revised mission by June 30, 2012

Recommendations for Restructuring Activities

Board Composition: Ensuring that the Right People are Around the Table for the Challenges Facing IDEA

The first step in board restructuring is ensuring that the right people are around the table for the significant challenges facing IDEA at this time. When Charter Board Partners was hired, the IDEA Board had approximately 11 members. Approximately 5 or 6 of those members were faculty/staff members employed by the school. Another 3 or so members were longtime members who were no longer participating actively or regularly in the work of the Board. In addition, the Board was out of compliance in composition; the Board did not include two parents of current IDEA students.

Based on our experience and best practice for charter school boards, the following elements of the IDEA Board's composition need to be changed. These are common issues facing charter school founding boards.

- *Remove faculty and staff members from the Board.*
- *Add members with the skills and experience necessary for a high-functioning, effective charter school governing board.*
- *Suggest, and then if necessary require, that disengaged (as defined by the governance committee) Board members step down.*
- *Reinvigorate Board committees and delegate substantial work to relevant and goal-oriented committees, rather than primarily to the executive committee and the board as a whole.*

It is our opinion, bolstered by the opinion of CBP expert governance consultants, that having faculty or staff members serve as full voting board members is not best practice. Since the board is responsible for evaluating and compensating the school leader, it is a conflict of interest to have people who report to that leader sitting on the board. We do understand that many charter school boards do include faculty and/or staff members, and in some cases, it is possible to have those members recuse themselves when necessary to avoid the conflict of interest. In IDEA's case, given the major changes that need to be made with regard to school leadership and faculty members and the challenges involved with a broad and deep school restructuring, we recommend that the Board not include faculty or staff members at this time and for the foreseeable future.

In the case of long-serving but disengaged Board members, we recommend graciously thanking them for their service and asking them to step down and open the seat for engaged new board members with critical skills to take IDEA forward. This is a common challenge for charter school boards. The longer-term solution is to enforce term limits for all Board members.

In terms of adding new members, which was identified by the Board as one of CBP’s top priorities, CBP and the executive committee of the Board agreed on key missing skill areas. Through our needs assessment process, and in close collaboration with Board leadership and the restructuring team, CBP identified the following recruiting priorities:

- Education reformers/school turnaround experience
- Leadership capacity/board chair, committee chairs
- Legal background/skills
- Human resources
- Finance
- Marketing/PR
- Government/community ties
- Board experience

Armed with this information, CBP set out to recruit high-caliber people who would bring these skills and serve as leaders on the Board going forward. We tapped our extensive networks, reached out to well-connected individuals in the city, and culled the top candidates from our ongoing pool of interested and trained individuals. We interviewed a number of possible candidates and put together a slate of people with the leadership capacity and deep experience the Board needs to move forward as a high-functioning, effective governing board. Board members also brought several candidates to the table for consideration.

We sent to the IDEA executive committee our CBP Board Candidate Recommendation Packets on six candidates. The packets included resumes, bios, and our explanation of why we believe each candidate will be a good fit for the IDEA Board. We gave the candidates extensive background information on IDEA and briefed each one on IDEA’s current situation. The IDEA executive committee interviewed all six recommended candidates; either Josh Kern or Katie Herman from TenSquare was present for all interviews. The Board decided to move forward with the six candidates. All six confirmed interest in serving on the IDEA Board, and the Board voted all six onto the board; however, one candidate later withdrew for personal reasons unrelated to the IDEA Board.

The five new members bring high-priority skills and outstanding qualifications to the IDEA Board. The following chart highlights the skills/experience each one brings. (See APPENDIX F)

<i>New Member</i>	<i>High priority skill areas</i>
Joanne Fort	Leadership capacity, board experience, legal experience
Garrett Rush	Leadership capacity, finance, strategic planning
Calvin Snowden	Leadership capacity, board experience, community ties
Kelly Nakamoto	Finance expertise, board experience, leadership capacity
Keith Stephenson	Education reform, school leadership, leadership capacity

Charter Board Partners has identified at least one additional academic candidate for recruitment to the Board to ensure there are at least two members with the right kind of relevant educational expertise

on the IDEA Board. We will work with the Board during the months of May and June to move one or more final candidate(s) forward towards a vote.

To bring HR and communications expertise to the Board in the short term, CBP has identified the following experts, who are offering their support and advice on a *pro bono* basis:

1. An attorney with Latham & Watkins, who has extensive experience with employment law
2. Two attorneys with Latham & Watkins who bring human resources experience
3. A vice president at Edelman, who specializes in crisis communications, strategic communications and marketing, and public relations

Board Development: Launching IDEA's Governing Board

The second step in the restructuring process is transitioning the IDEA Board from a “founding board” to a “governing board.” Many charter school boards remain in “founding board” mode for years after their schools’ founding. The IDEA Board shares that common predicament. Based on our needs assessment and our experience with other boards in similar circumstances, Charter Board Partners is recommending a series of changes that we believe will enable the IDEA Board to complete its transition from founding board to governing board. The main elements of CBP’s proposed board restructuring plan include:

- *Changing the board’s focus*
 - Refocusing the Board to consider student achievement to be its primary concern and responsibility
 - Training the Board in what it means to be accountable for student achievement
- *Understanding board roles*
 - Training the Board to function effectively while staying in the realm of governance, not management
 - Creating detailed descriptions of the responsibilities of Board members, Board committees, and Board officers
- *Board functioning*
 - Revising Board bylaws
 - Setting up a robust committee structure and ensuring that committees have clear goals, meet regularly, and collectively handle roughly 80 percent of the work of the Board
 - Establishing clear goals for the Board and all committees, with timelines
 - Using more strategic agendas for Board meetings
 - Setting norms of best practice (e.g., sending Board materials out 4 to 7 days in advance of a meeting)
 - Conducting an annual self-evaluation of the Board
- *School leader evaluation*
 - Planning proactively for setting up a strong evaluation process for the new leadership team
 - Ensuring that the new leader has a clear job description and goals from the day he or she starts

CBP has engaged Dr. Michela Perrone to provide training and additional expertise to assist the Board in its restructuring as the Board works to adopt better governance practices. Dr. Perrone brings many years of experience as a board consultant and coach, as well as the Executive Director of a school. (See APPENDIX G)

A key element in the board development process was the IDEA Board Retreat on April 14, 2012. With the help of Charter Board Partners and TenSquare, new and continuing Board members participated in a full-day retreat that included training on best board practice as well as a strategic planning session. (See APPENDIX H) Dr. Perrone facilitated the day. The retreat was extremely well received by Board members and served as the de facto launch of the restructured Board.

It was determined at the retreat that the Board should create a stronger infrastructure by organizing into the following standing committees and task forces:

- *Standing Committees:*
 - Executive
 - Academic
 - Governance
 - Finance/Development
- *Task Forces:*
 - Mission Review
 - HR/Staffing
 - Restructuring/Compliance with PCSB Conditions
 - Communications

The Board agreed on key goals for each committee/task force, focusing on those most critical to meeting the PCSB's conditions. This work is outlined below.

Board Actions To Date and Proposed Actions with Timetables

The IDEA Board has taken a number of steps towards restructuring, based on the findings of the CBP's needs assessment and program review and on the work of the restructuring team. The Board has taken the following actions to satisfy the PCSB conditions that must be met by May 15, 2012 and to lay the groundwork for upcoming deadlines:

- 1. Elected a New Board Chair.** On April 19, 2012, the IDEA Board unanimously elected David Owens to serve as the new Board Chair. Although the recommendation of CBP and the Restructuring Team was that Mr. Owens assume Board leadership effective May 1, the current Board Chair, Col. Joe Stull, expressed a preference to remain Board Chair through the end of the school year. Col. Stull will remain Board Chair until the end of the school year and preside over the opening of the new facility and the end of school year activities, while Mr. Owens will lead all Board work related to the school's restructuring.
- 2. Elected five new Board members.** The IDEA Board accepted the slate of new members in the chart below and elected them to the IDEA Board on the dates shown below. Three of the new members were elected before the PCSB designated date of April 30, 2012 and the remaining two members were elected before the May 15, 2012 deadline.

New Board Member	Date Voted onto Board
Joanne Fort	April 19, 2012
Calvin Snowden	April 19, 2012
Garrett Rush	April 19, 2012
Keith Stephenson	May 11, 2012
Kelly Nakamoto	May 11, 2012

1. **Convened a Mission Review Task Force.** The IDEA Board formed a Mission Review Task Force, led by two new Board members, Joanne Fort and Calvin Snowden. The Task Force held its first meeting on April 24, 2012. (See APPENDIX I) (It was not possible to convene the Task Force by April 1, per the plan indicated in the February 14 submission to PCSB, as the new Board members were not yet in the position to lead that work.) At the April 24 meeting, Task Force members heard reports from key consultants on the Restructuring Team to ensure that the mission review is done in tandem and is fully integrated with the restructuring of the academic program. The Task Force also reviewed information about IDEA's performance, supplementing information that the entire Board heard at the April 14 retreat; members also conducted research about school missions, and discussed the implications of each element of the mission statement. The Task Force then crafted the following new mission statement, which will be presented to the IDEA Board at its May 17, 2012 meeting for discussion and review:

“The mission of IDEA Public Charter School is to prepare students for post-secondary opportunities and to be responsible citizens who contribute to the community.”

This mission has been reviewed by the school reform experts on the Restructuring Team, as well as by David Owens, as the Restructuring Team chair. The Task Force has not yet been able to present the proposed new mission to IDEA parents for review and discussion. Given the uncertainty earlier in the year and the many changes facing the Board and the parent community at this time, it was not optimal to involve parents in the initial mission review. However, Board members are committed to seeking parent input as the mission review process moves forward and will work to build parent support for and engagement around the revised mission.

2. **Scheduled the formal approval of the new committee structure for the May Board Meeting.** The IDEA Board has placed on the agenda for the May 17, 2012 Board meeting the formal approval of a new committee structure that was discussed during the Board retreat. The new structure is as follows:

- *Standing Committees:*
 - Executive Committee
 - Academic Committee
 - Governance Committee
 - Finance/Development Committee
- *Task Forces:*
 - Mission Review

- HR/Staffing
- Restructuring/Compliance with PCSB Conditions
- Communications

In addition, the IDEA Board plans to take the following actions according to the timetables set out in this report, and based on the Board's decisions during its retreat.

1. The Mission Review Task Force will finalize the review of the new mission statement and prepare any necessary Charter Amendment by July 12, 2012. Prior to that date, the Board will create opportunities to seek parent input on the revised mission statement.
2. The Governance Committee will conduct a review of the current bylaws and recommend changes to the Board for adoption before July 31, 2012. Dr. Perrone will serve as the advisor to the Governance Committee.
3. The Academic Committee will review the DC CAS results, create an academic action plan based on the results, and bring the DC CAS results and the academic action plan to the Board for review in August 2012, or as soon as DC CAS data is made available. The Academic Committee will work hand-in-hand with the restructuring team for the next 3 to 4 months, developing a clear and full sense of the challenges and the plan for overhauling the academic program of the school. As the work of the consultants winds down, the academic committee will take the mantle of overseeing the progress of the school's new leadership team, and will identify and access whatever support the instructional team of the school needs. The Academic Committee will provide significant leadership on the Board in focusing board meetings and deliberations on the achievement of the students; the committee will produce a dashboard and keep the full Board updated every month on indicators of progress and potential obstacles. CBP and TenSquare will provide ongoing support to this committee as needed.
4. The Communications Task Force will work with an expert communications consultant from Edelman, who will assist the committee in creating and implementing a comprehensive communication strategy by June 30, 2012. The plan will focus in the short term on a coordinated plan for communicating with the parent community, reaching out to prospective students, and sharing the progress of the restructuring team with the PCSB, the public and other stakeholders.
5. The HR/Staffing Task Force will work with the Restructuring Chair and consultants to review the school's staffing plans, and will keep the Board informed about all matters related to staffing. This task force will take the lead in developing a communications plan for the Board to handle upcoming changes in composition of faculty and staff. The task force is being advised by attorneys from Latham & Watkins. The bulk of the Task Force's work will be completed by June 30, 2012.

III. ACADEMIC PROGRAM & PERFORMANCE REPORT

ACADEMIC PERFORMANCE & POLICIES

A comprehensive review of the academic program was conducted that included reviews of the following: Academic Policy Handbook, Student Handbook, senior student transcripts, course catalog, community service policies and student hours, staffing plan and master schedule. Within this review, the promotion policy, course sequencing, and graduation requirements were also analyzed. Findings of the review are summarized below.

Key Findings

The overall findings of the review indicate that while many necessary components (master schedule, course catalog, staffing plan) exist, the overall academic program is plagued by a lack of coordination between the various documents and procedures that negatively impact student academic achievement in a direct way. The audit indicates that these documents and policies were created in isolation and do not work in tandem to create a comprehensive academic program. Moreover, a review of the documents revealed inconsistencies between the various policies and handbooks that should be addressed.

In order to establish a comprehensive academic program, school academic policies and staffing models must be united around student achievement. The master schedule should be directly linked to course sequencing, graduation requirements, and the staffing plan. In the case of IDEA, however, it is evident that these elements are not linked and instead function in isolation. A review of senior transcripts demonstrates that students do not enroll in courses following a predetermined sequence. Furthermore, inadequate course sequencing detrimentally contributes to student outcomes as students are not enrolling in courses that are prerequisites for state and national standardized tests at the appropriate grade level. As a result of poor scheduling and a lack of established course sequencing, students matriculate to twelfth grade lacking coursework from prior grades. Furthermore, because of the challenges identified with the master schedule, the staffing plan is also impacted. Teachers teach unequal class loads with tremendous variation in core class size, ranging from as low as two to over twenty. IDEA has failed to maximize on teacher staffing due to an inefficient master schedule and lack of course sequencing.

In 2007, the District of Columbia adopted new graduation requirements beginning with the class of 2010. IDEA failed to revise its graduation requirements to conform to those adopted by the state, and the school's graduation requirements do not align with those adopted by the District of Columbia State Board of Education in math or science. While most students enrolled in coursework necessary to meet the 2007 state graduation requirements, four students were missing the required four years of math coursework. Additionally, a review of the documents indicated above did not clearly define what, if any, JROTC course requirements students needed to complete. While some policies indicated that students needed to complete four years of JROTC, the graduation requirements had no such indication. About one-fourth of students did not complete four years of JROTC. Lastly, courses that do not appear to meet the rigor of core content courses (e.g. Bridges to Algebra), especially in math, have been used to meet core course graduation requirements.

An audit of senior transcripts was conducted, including the review of senior transcripts, senior schedules, and senior report cards from semester one as of April 1. The review found numerous discrepancies, some of which have been since remedied. IDEA underwent three changes to the master schedule in the 2011-12 school year. As a result, semester one senior report cards did not match students' schedules. Course titles and Carnegie unit assignments were not consistent between the Course Catalog, student schedules, and student report cards. Letters of Understanding (LOUs), while included for most students, were not accurately completed and lacked signatures. Because graduation requirements were not aligned to District of Columbia requirements, some students were not enrolled in necessary math classes. Transcripts indicated inconsistent practices were followed for indicating coursework taken at other school or summer coursework. This included courses converted with inaccurate titles from the prior school or incorrectly recorded as coursework taken at IDEA instead of at a prior school, and summer coursework being attributed to regular school-year coursework.

Promotion policies in the Student Handbook, Course Catalog and Academic Policy Handbook were audited. The audit reveals discrepancies between promotion policies found in each of the three documents. In total, four different versions of the promotion policy were identified. While all policies had similar underlying tenets, the inconsistencies must be remedied. The policy attempts to consider which courses a student passes as well as how many total credits a student accumulates each year. However, the policy does not account for how a student progresses throughout the four years of high school. For example, 9th grade students are required to pass six courses including English, math, science, social studies - yielding a higher-than-necessary number of students designated as "not on-track" in 9th grade. Additionally, the restrictive policies result in increased numbers of students retained, and potentially increasing transfers for students who could qualify as "on-grade level" at another school. Most concerning in the promotion policies is the statement that indicates that students who meet IEP goals or ELL goals will pass a course. Earning a passing grade in a course should never be tied to a student's IEP goals or ELL goals. Students who are receiving a four-year high school diploma must earn the same credits and demonstrate course mastery like their non-special education or non-ELL peers. A student who only meets his/her IEP goals should earn a certificate of attendance, not a high school diploma.

A review of all available senior community service hours as of April 1 was conducted. At the time, 18 of 65 seniors had completed community service requirements and five of the 65 had at least 80 hours. While many of the elements of an effective community service tracking program are in place, the review indicated inconsistent use of the community service form, instances of service attributed to community service that should be reevaluated as part of defining community service (e.g. baby-sitting, cutting hair, buying medicine), and a need to prohibit family members from signing off on community service forms. A clearly defined community service policy should be implemented for the 2012-13 school year to remedy these concerns.

A review of the Course Catalog assessed course sequencing, and course credit delineation was conducted. The review indicated that the Course Catalog included necessary elements such as course title, course descriptions, course Carnegie Unit assignments, and course textbooks. Although course descriptions were included for each course, the descriptions lack a consistent format and rarely indicate what student outcomes will be. The English and Math department include courses that are not core courses within their offerings. Course offerings in technical fields indicate several courses that lead to industry certification; however, records indicate that no more than two industry exams have been passed by IDEA students within the last two years. Additionally, review of AP course data indicates low enrollment in a number of classes:

- Two students enrolled in AP World History.
- Four students enrolled in AP Calculus.
- Four students enrolled in AP Chemistry

- Ten students enrolled in AP Literature and Composition

Records also indicate that no IDEA student has received a passing grade on an AP exam.

The review of course sequencing also indicates that current practices do not maximize student achievement, including a lack of clear course sequencing in both science and JROTC courses. Senior transcripts reviewed revealed that of the sixty-five seniors:

- Eight were not scheduled for all necessary coursework to graduate in June of 2012.
- Four students enrolled in geometry, a course necessary for students to complete by tenth grade because it is tested on the DC CAS.
- Ten students were enrolled in Algebra II, a course that is assessed by the SAT exam and should be completed by junior year.
- Seventeen students enrolled in Business Math (a fourth year math course) and one other math class (Algebra II or geometry). The double enrollment in math classes indicates students were not scheduled for necessary math coursework in prior years.
- Fourteen students were enrolled in Spanish II. Students should complete the foreign language requirement prior to senior year to provide ample space in a student's schedule to repeat the course, if necessary.
- Eighteen students enrolled in US History, typically the junior level history course.
- Eight students enrolled in World History courses, typically geared for freshman or sophomore year.
- Ten students enrolled in Earth Science, a 9th grade course. One student was enrolled in biology, a course typically taught in 9th or 10th grade. Nine students enrolled in two science classes. Some of these students were never enrolled in a science class in a prior school year or had failed a previous course.
- Six students enrolled in JROTC 2 or 3, fourteen students not enrolled in any JROTC course, and forty-five students enrolled in JRTOC 4.

Several other academic policies were reviewed that are worth noting. While the Academic Policy Handbook has a policy for student entry into honors courses, honors courses were absent from student transcripts. It is not clear if these courses are being offered. To ensure school-wide consistency, policies relating to student grade calculations should be well defined and administered at the school level, rather than at the teacher level. Additionally, attendance policies should be consistent school-wide and attendance should not be tied to grade calculations. Control levels for access to the Student Information System are lacking (Power School SIS), and currently allow office staff and substitute teachers access to both view and enter data into the SIS. Lastly, grade reporting policies should be reviewed to maximize parent-student communication about academic progress.

Recommendations

- See APPENDIX J for SY 12-13 Draft Master Schedule
- See APPENDIX K for Recommended Assessment Plan for New Students
- See APPENDIX L for Draft SY 12-13 Course Catalog
- ***Graduation Requirements-*** New graduation requirements should be established to include, at a minimum, the state required coursework in all subjects. JROTC should be included in elective credit requirements to allow students to take the course while still meeting state graduation requirements for elective credit. Separating JRTOC from elective credit places

an undue burden on students and jeopardizes students' matriculation. Revised graduation requirements have been included in the draft Course Catalog.

- **Community Service-** IDEA should revise community service policies to include a clear definition of community service that includes specific designations for service performance. Additionally, the school should adopt policies that require service completion throughout a student's four years. Specifically IDEA should:
 - Revise the Community Service form to include a designation for type of service (non-profit, government, other).
 - Exclude service for family members, neighbors, etc. from the community service definition.
 - Establish minimum service requirements for students to complete by the end of 10th grade to ensure students are on track to accumulate adequate hours by graduation without potentially having to fulfill all 100 hours in their senior year.
- **Promotion Policies-** IDEA must identify a single promotion policy that takes into account student credits, along with coursework, while considering a student's progression over four years towards graduation. (Revised promotion requirements have been included in the draft Course Catalog. Additionally, all language about IEP goals and ELL goals should be removed from promotion policies.
- **Transcripts-** The school should establish policies for transfer credits and summer school credits that ensure accuracy and fidelity.
- **Course Catalog/ Course offerings-** While the Course Catalog is organized by department and reveals that students may select from a broad range of courses, the following specific revisions to the course catalog are required:
 - A course matrix should be included to delineate how courses are counted toward course graduation requirements.
 - While course descriptions were included for each course, the descriptions should be revised to include a general description for the course, course topics, and student outcomes for each course.
 - Course offerings in each department should only include core course offerings. Support courses such as "Bridges to Algebra" and "Principles of Geometry" should be removed from the math department course offering and be provided only as elective coursework. Students should not receive math credit for support courses. This is true for English as well.
 - Course offerings should be reviewed to assess how they benefit student academic achievement and ensure graduation requirements are met. Several course offerings, especially in math, appear to be superfluous courses that do not hold students to high expectations.
 - Course offerings such as AP courses and French should be reviewed to assess student demand.
 - Advanced Placement course offerings should be scaled back for the upcoming school year. The entire AP program should be curtailed for the 2012-13 school year as part of broader academic course changes. To provide increased rigor for students who need challenging coursework, honors courses should be implemented in lieu of AP courses.

- The Course Catalog includes an extensive offering of industry courses that lead to industry certification. A review of student outcomes on industry certification indicates that in SY 2010-11, one student passed an industry exam. In SY 2011-12 two students passed industry exams. Given the low number of passed industry exams, the course curricula and outcomes should be reviewed to consider if the courses are in fact aligned with industry exams.
 - Course offerings should be reviewed to ensure that Carnegie Units, course title, and course prerequisites in the Course Catalog align with student transcripts and school practices.
- **Course Sequencing** - A four-year course sequence should be developed that ensures students are able to meet all graduation requirements within four years. The course sequence should take into account course prerequisites, student academic needs, and graduation requirements. The course sequence must align with the graduation requirements for the District of Columbia. Further, it should allow for support classes in math and reading for struggling students. Additionally, it should ensure students take necessary core coursework in 9th and 10th grade and leave elective offerings for upper grades to ensure students maximize graduation-required courses early on. A sample course sequence has been provided in the Draft Course Catalog.
- **Other Academic Policies:** In addition to changes recommended in specific documents, the following are changes recommended to general academic policies currently practiced by IDEA.
 - **Establish an honors policy that maximizes student interest.** The honors policy indicates students must earn an 85% or higher in a course to be in an honors course. IDEA should reduce this requirement to ensure that a diverse group of students who need the academic rigor are able to enroll in the course.
 - **Establish policies for calculating student GPAs that take into account honors and Advanced Placement courses.** Currently, no distinction is made between any courses for GPA calculations.
 - **Develop a policy for students who transfer in after 9th grade and credit accumulation.** The absence of such a policy creates inconsistent transfer credits being applied.
 - **Establish a school-wide grading policy.** Current policies indicate that each teacher establishes his/her own grading policy. Grading policies should be school-wide to ensure students are graded equally in each course on student outcomes, not teacher beliefs.
 - **Define how final grades are calculated.** Current policies allow teachers to define how final grades are calculated. The school should adopt a consistent single policy on how mid-term, quarter, and final grades are calculated. The absence of clear policies around grading practices jeopardizes student achievement and creates confusion for students and parents.
 - **Eliminate student behavior from grade calculations.** Current policies indicate that a student's behavior is factored into his/her grade. Grades should only factor in actual tangible outcomes that demonstrate student mastery of content rather than subjective measures such as behavior.
 - **Eliminate attendance from grade calculations.** Current policies indicate that a student's attendance factors into 12% of a student's grade. Grades should only factor in actual tangible outcomes that demonstrate student mastery of content rather than attendance. The current policy does not indicate how attendance should be calculated or what constitutes attendance. Policies for attendance should

be tied to total days missed from a class that are consistent school-wide. For example, a school-wide policy for “loss-of-credit” should be established that determines that after a given number of days absent, a student loses credit for a quarter resulting in a grade of “F” being given. An appeal process should be simultaneously established to allow students to appeal loss of credit in extenuating circumstances. The policy, however, must be school-wide and administered at the administrative level rather than the teacher level to ensure consistency and fairness.

- ***Revise attendance policy that counts a student as present for the entire day for one period of attendance.*** The current policy indicates that a student is considered present for a full day of school if he/she was present for one class period. This type of attendance policy is misleading and creates a false sense of daily attendance rate. A student should be present for at least half of a school day to be counted as present.
- ***Establish school-wide policies for attendance monitoring.*** Attendance policies as written do not create a continuum that establishes responsibility for taking student attendance, for reviewing daily attendance, and for monitoring student attendance at the administrative level. The policy as written creates a system where numerous people interact with attendance data throughout the school day, but the ultimate responsibility for student attendance is not addressed.
- ***Develop controls for access to student information systems (SIS).*** Levels of access to the SIS should be established to ensure that student record information such as attendance, grades or biographical information can only be accessed and changed by designated staff.
- ***Reduce grade reporting periods.*** The current turn-around time for grade processing between the end of a quarter and issuance of report cards is four weeks. Quarters usually consist of about 45 days. Parents receiving notification of progress in a prior quarter four weeks after the end of the marking period is almost half-way through the end of the next marking period. The turnaround time should be reduced to two weeks.
- ***Establish consistent school wide policies for academic areas.*** The following areas of the academic program should be included in the Academic Policy Handbook and are currently absent:
 - Policies for missing work, make-up work, and late assignments.
 - Policies for grade changes initiated by teachers including a timeline.
 - Policies for student technology use. Given the vast technology resources at the school, an ‘Acceptable Use Agreement’ should be developed for student use of technology, including the internet.
 - Policies for student use of the library and media center.
 - Policies for academic “good-standing” in relation to participation in extra-curricular activities.
 - Policies related to summer school and the use of summer school for credit recovery or credit accumulation.

(See APPENDIX M for Summer School 2012)

MILITARY & CAREER PROGRAM

Background

The Integrated Design and Electronics IDEA public charter school (IDEA) Charter High School was developed from the Phelps Career IDEA Public Charter School established at Phelps High School in September 1993. The IDEA Public Charter School was designed on a career model - a career-focused school-within-a-school that integrates academic and occupational curricula, increases student career options and provides a meaningful learning context for both potential dropouts and college-bound youth. The Phelps Career IDEA Public Charter School was one of nine similar programs initiated through a pilot effort in 1993, jointly sponsored and funded by the U.S. Departments of Education and Defense. However, in 1998, when funding expired, the program converted to the IDEA Public Charter High School, and Phelps was closed by the District of Columbia Public School (DCPS) system. The mission of IDEA Public Charter School is to develop young people with the academic, social, leadership and occupational skills to compete successfully in post-secondary education/training and enter challenging careers in the technical fields of work.

JROTC

Since its inception, JROTC has been a part of IDEA's academic program. Currently, JROTC classes from level I to V are offered for students in grades 9 – 12. The classes, taught by retired military personnel, are the basis for developing student character and leadership qualities at the school. Military dress is written into the uniform policy and students are required to wear military uniforms on designated school days. Military language is infused into the school program such as using the word "cadets" for students.

The JROTC program was reviewed based on classroom observations, Academic Policies, student schedules and transcripts, and the Student Handbook.

Key Findings

- **Course offerings** - While JROTC courses are offered from level I to V, there are no clear policies on which students enroll in JROTC V. Given that students begin the course sequence in 9th grade, it is unclear how students matriculate through to Level V. Student scheduling in regards to JROTC has resulted in students at varying grade levels being enrolled in JROTC classes. For example, in the senior class of 2012, the following is a breakdown of student enrollment in JROTC:
 - Three students enrolled in JROTC 2
 - Three students enrolled in JROTC 3
 - Forty-five students enrolled in JROTC 4
 - Fourteen students not enrolled in any JROTC course
- **Course enrollment** – Approximately 25% of seniors in the class of 2012 were not enrolled in JROTC during the senior year or completed JROTC levels I to IV. School policies conflict in regards to JROTC being a mandated course. Some graduation documents include a four-year JROTC requirement while others do not. At times, JROTC is included as an elective on course documents while at others it is a requirement.

- **Course outcomes** – A review of the policies and classroom observations reveals an absence of course outcomes and structure. While physical training in the form of marching drills was observed, no instruction in leadership or citizenship was evident.
- **ASVAB exam** – IDEA students take the ASVAB (Armed Services Vocational Aptitude Battery) assessment. Student results were not available for this review.
- **Class observations** – Class observations revealed that JROTC instruction was inconsistent. In some classes students were observed in marching drills while in others no visible instruction was evident.

Recommendations

- Revise the graduation requirements to specify what the school specific requirements for JROTC are. Consider transfer students in the development of this policy.
- Revise the JROTC program to establish course outcomes that include measurable objectives for leadership, self-discipline, and physical aspects of the curriculum.
- Adopt a JROTC curriculum based on research-based programs that include measurable student outcomes for citizenship, self-discipline, and physical criteria.
- Train JROTC instructors in this curriculum with regular observations from instructional staff.
- Establish outcomes for the ASVAB exam that include measuring student progress with diagnostics, baselines, and benchmarks.
- Determine what role JROTC will have in the school program including uniform policies, language, Code of Conduct. If JROTC will be infused into school-wide elements, all staff should receive training on these elements so that they can be infused into the entire school program.

CAREER ACADEMIES

IDEA academic program infuses career courses into its course offerings. Throughout the school's history, the courses have been part of course offerings, and the school has utilized various academy models. In the most recent school year, IDEA has partnered with the National Academies Foundation (NAF) to develop its career academies.

The career academy is a reform initiative that aims to improve high school students' career readiness while simultaneously situating graduates to be college-ready. The "common definition" of career academies denotes a minimum of three core program features: (1) a small learning community; (2) a curriculum combining career focus with meeting college entrance requirements; and (3) partnerships with supporting employers, community members, and institutions of higher education (Stern, D., Dayton, C., Raby, M (2010) *Career Academies: A proven strategy to prepare high school students for college and careers*. Career Academy Support Network. Berkeley, CA.). IDEA's current career program does not meet any of these three components with fidelity based on a review of the Academic Policy Handbook, student schedules, transcripts, master schedule and Student Handbook.

Career Academy Component	Criteria met at IDEA 2011-12	Findings from Consultants/Restructuring Team	Considerations
Small learning community	No	In the very beginning of IDEA, this was the case as IDEA was a small school within Phelps HS. IDEA, since becoming a charter school operates as a whole-school model. Small learning communities do not exist.	Given the projected enrollment for high school students in SY 12-13, it is not feasible to establish small learning communities
A curriculum combining career focus with meeting college entrance requirements	No	Reviews of transcripts reveal that students are enrolled as the schedule permits, rather than follow any predetermined sequence or course plan. Classroom observations reveal there is no link between the career courses and college requirements	IDEA should revamp its course sequencing and offerings to align with DC state graduation requirements. Specific consideration should be given as to how career courses count towards graduation. The role of industry exams in career courses should be reviewed.
Partnerships with supporting employers, community members and institutions of higher education	Unclear	While IDEA has identified specific partners, little to no evidence has been found of these partnerships and how they translate to the academic program. It is unclear what students gain from any of these partnerships and the extent to which these partnerships impact actual student learning and outcomes.	In considering the career academy model, IDEA should work with the business community, community members and higher education to determine what needs regarding employment exists and how IDEA can help support the market forces. Dual enrollment should be specifically explored.

Currently, a variety of career courses are offered for students according to the Course Catalog including:

- A+ Certification
- AutoCAD I
- AutoCAD II
- Computer Repair
- Digital Video and Web Design
- Drafting I
- Electrical Wiring I
- Electrical Wiring II
- Introduction to Computers/Computer Applications
- Introduction to Keyboarding
- Introduction to Technology (Intro to Tech)
- IT Essentials & Practical Applications
- Microsoft Office
- Network +
- Principles of Technology

However, a clear career academy model has not been instituted resulting in little student success in regards to completion of industry certifications. Scheduling reveals not all courses are offered every school year leaving gaps in students' schedules and course offerings. Course offerings have been based on who the school has hired (teacher) rather than what courses need to be offered to provide consistent career sequencing. While the NAF curriculum has been purchased for the 2011-12 school year, implementation at IDEA is not evident outside of written NAF documentation. Student schedules reveal the absence of a consistent career academy that follows a predetermined course sequence.

Key Findings

- Students do not enroll in a comprehensive academy program. Students enroll in courses based on openings in their schedules. Therefore, a student may enroll in Network + and Electrical Wiring. For example,
 - In the class of 2012, 0 students enrolled in Digital Video Web Design from grade 9-12.
 - In the class of 2012, only 1 student enrolled in Electrical Wiring I and Electrical Wiring II from grade 9-12.
 - In the class of 2012, only 1 student enrolled in CAD I and CAD II from grade 9-12. In the class of 2012, 2 students enrolled in A+ certification from grade 9-12.
- Students enroll in as many as four career courses in one school year to as few as none. Due to the lack of course sequencing and consistent career offerings, students may enroll in as many as four difference career courses in one school year. The subsequent school year, the same student will enroll in none as s/he is then making up core courses in which s/he was not enrolled in the prior school year.
- A full-fledged career academy model is not in place. Career academies are standalone academies within a school that allow student to select a course of study and matriculate through coursework in a selected field. Coursework in core courses aligns with the career focus. Core courses have no alignment with any career courses. Students are not in any given academy but instead are scheduled based on availability.
- At least one technology instructor teaching technology courses does not have the certification requirements to teach the course (no industry certification or college degree in technology).
- While preparation for industry exams is highlighted in each course offering, no more than two industry exams have been passed by IDEA students in the past two school years.

Recommendations

- IDEA should scale back the career course offerings for the 2012-13 school year and undergo a career academy review process to determine what career courses the school wants to build its academic program upon. *Due August 31, 2012*
- Course alignment to industry exams should be distinctly reviewed given the historical pass rates on these exams. *Due August 31, 2012*
- Career teachers should have industry requirements and training to teach specified career courses. *Due August 31, 2012*
- Review industry needs in the District of Columbia to determine which career fields are most critical to the economic landscape. Utilize this information to develop a course sequence for student matriculation. *Due December 31, 2012*

- Consult with the higher education community and business leaders to identify opportunities for partnerships. Consider working alongside the Community College of the District of Columbia (CCDC) to identify dual-enrollment program opportunities. *Due December 31, 2012*

CORE CURRICULUM & TEXTBOOK AUDIT

TenSquare contracted with subject-specific experts, each with 10-15 years of curriculum and instruction experience in secondary Math, Science, English or Social Studies, to conduct audits of the core curriculum and textbooks provided by IDEA. (See APPENDIX N) The English and Social Studies auditor also has more than 20 hours in Common Core Standards professional development. To date, audits have been completed for the following core courses:

Math: Algebra 1, Geometry, Algebra 2 and Pre-Calculus

Science: Biology, Chemistry, Environmental Science, Anatomy & Forensics

English: English I, English II, English III, English IV

Social Studies: World History I, World History II, US History, US Government & Politics

Middle School core course curriculum will be audited by May 31, 2012. Advanced Placement courses will not be audited because the Restructuring Team recommends that IDEA not offer AP courses in SY 12-13 and instead offer Honors courses.

Curriculum Overview

Curricula in high school core content areas (math, social studies, English, and science) were reviewed to understand the academic program of the school. In reviewing the curriculum, auditors considered alignment to state or national standards, unit plans, pacing, assessments and use supporting materials. Each curriculum was reviewed based on seven broad curricular elements as well as specific content of each unit. The curricular elements included:

1. **Use of textbook.** Auditors reviewed the effective use of the textbook provided. Auditors considered the alignment of the text to the content of the unit plans.
2. **Use of support materials.** Auditors reviewed any supporting materials such as supplementary readings, manipulatives, primary sources, etc. that were included in the curriculum. Supporting materials were reviewed in regard to their alignment with the standards and context of each unit as well as their use for differentiated instruction.
3. **Authentic assessments.** When provided, any authentic assessments were reviewed to determine alignment to the standards. Corresponding rubrics were reviewed to assess reliability of the rubric to the content of the assessment.
4. **Summative assessments.** Any summative assessment – unit test, mid-term exam, final exam, chapter test, etc. was reviewed, as appropriate. Assessments were reviewed based on alignment to the unit, standards, and supporting curricular materials. Special attention was given to the alignment of the assessment to the unit objectives.
5. **Objectives.** Unit objectives were reviewed based on alignment to the standards. Additionally, objectives were evaluated on complexity, rigor and correspondence to Bloom's taxonomy or Marzano's Yardstick, as used.

6. **Measurable objectives.** Objectives were assessed to determine if they are measurable and have concrete outcomes that align to the standards and units of study.
7. **Pacing.** The pacing of each unit was evaluated to determine if the length of time devoted to each unit was adequate. Additionally, the pacing was analyzed in regards to the depth of the unit, the objectives, and supporting materials.

For each content area, each subject was reviewed individually. A summary of findings for each subject will be included as well as recommendations for immediate and long term action.

Key Findings

The curricula reviewed provided insight into IDEA's academic program. While most curricula included all the elements and foundations of curriculum material – unit plans, standards, objectives, and authentic assessments - revisions are required to improve overall quality and rigor of curriculum as well as alignment to standards, summative assessments, and higher order instruction. Moreover, curriculum lacked any supplementary standards and cross-content infusion. Incorporating supplementary standards (e.g. algebra I standards into geometry) and cross-content standards (e.g. writing standards into social studies) would provide more in-depth instruction and provide remediation as needed. Furthermore, it would allow for clear vertical alignment, which is currently missing from the curriculum. The absence of summative assessments from curriculum should be remedied immediately to ensure that all instructors clearly know what student should be able to “do” at the culmination of the course. Without assessments, instruction cannot be planned backwards, a best-practice for instruction. As noted, while the basic elements are present in each content area, extensive revisions are recommended.

Recommendations

A cumulative review of all curriculum and suggested revisions yields the following most immediate actions: *for immediate revisions; January 31, 2013 for full development*

- Align math curriculum to Common Core standards.
- Develop essential questions, measurable objectives, and higher order objectives for each unit.
- Develop unit summative assessments, mid-term and end-year exams for all subject areas.
- Develop school-wide rubric elements to align rubrics across content and grade levels focusing on content mastery rather than processes and procedures for authentic assessments.
- Develop curriculum for US Government.
- Align course descriptions in Course Catalog to curriculum.

Recommendations for each content area are included in each core subject area in the attached report.

It is important to note that curricular revisions are a lengthy process requiring a variety of stakeholders to be involved. While every curriculum reviewed requires extensive revision, the school should consider either immediately working one full grade level, such as 9th grade, or on one entire content area, such as math. Methodical revisions will allow horizontal or vertical alignment to be addressed while making necessary changes. Addressing revisions in a scattered process should be strongly discouraged. Last, school-wide curricular templates should be devised so that all curriculums include the same element. A suggested format would include:

- Electronic word document format

- Course overview and summary that includes:
 - Description of the course
 - Content emphasis of the course
 - Course units with length of unit
 - Skill emphasis of the course
 - Standards for the course
 - Supplementary standards
 - Textbook and major reading/ supporting sources
- Unit map for each unit completed including essential questions, objectives, standards, supporting standards, activities, assessments, authentic assessments, alternative activities with modifications
- Assessments for each unit (major tests, projects, etc.)
 - All projects must include a standards aligned rubric
- Midterm and Final Exams with answer key

See complete core curriculum summaries in APPENDIX N.

Textbook Overview

In correspondence to the curriculum, textbooks were reviewed by the consultants. Textbooks were reviewed to determine alignment to the curriculum, readability, and content. Consultants attempted to answer the following questions:

1. Alignment. To what extent does the textbook align with the curriculum when considering standards, scope and sequence, and objectives?
2. Content. Are the textbooks comprehensive in their coverage of the content at the high school level?
3. Readability. What is the reading level for the textbook? How accessible is the textbook to readers in high school? What provisions, if any, are made for struggling readers?
4. Format. How is the textbook organized and formatted for student learning?
5. Visuals. To what extent does the textbook have appropriate and supporting images? Is there an appropriate balance between text and images? Do the images provide support the text and content?
6. Use of supplementary information. How are supplementary concepts included in the text? For example, do social studies textbooks contain primary source documents? Do science textbooks provide any additional reading excerpts beyond actual content descriptions? Do math texts include any word problems? What is the quality of these supplementary readings?
7. Check for understanding. Do chapters and sections provide check for understanding for students? If so, are higher and lower order questions included?
8. Current. How current is the textbook?

Key Findings

IDEA has adopted commonly used textbooks in high school programs from major publishers. However, it is important to consider the text in relation to the curriculum. While mention of a specific

textbook was included in most curriculum documents, textbooks provided to consultants were often not aligned to curriculum. For instance, math textbooks are not used in the curriculum. At other times, as noted in the curriculum review, textbooks are cited in the curricular documents, but specific details as to which sections in the textbook to use when are not included. Major textbook publishers include a diverse range of supplementary materials aligned to text such as workbooks, text banks, online resources, and modified texts for remediation. From the curriculum and textbook review, it was not evident that any supporting materials were used. Classroom observations revealed few instances of textbook use by students and teachers. Notably, the consultants have learned that students do not all own textbooks; often there is only one set per course that teachers share. Given the findings of the textbook review, IDEA should begin a large scale textbook adoption that includes the purchase of new texts as curriculums are revised.

Recommendations

- Develop a school-wide textbook adoption policy considering the shelf-life of textbooks. Books reviewed ranged in copyright from 2000 to 2010.
- Review school budgets to determine appropriate textbook replacement allocations. Budget determinations should include any new textbook purchases as well as a 10% replacement cost, per year/per text for lost, damaged, or stolen books.
- In conjunction with curriculum revisions, consider textbook alignment and purchase new texts, as appropriate.
- When considering purchasing new texts, consider what supplementary materials accompany each text –workbooks, online supports, assessment materials, etc.
- Given the diverse needs of IDEA students, ensure new textbook adoptions include support materials for diverse learners.

See complete textbook reviews in APPENDIX N.

INSTRUCTION

Instruction and pedagogy were reviewed based on classroom observation and curriculum audits. A total of 75 classroom observations were conducted encompassing every subject across all grade levels. Curriculum audits were conducted for all high school courses in English, math, science, and social studies.

It should be noted that elements of instruction are also included in other aspects of this report. Specifically, standards and standard alignment to the Common Core is addressed in the Curriculum section. The use of summative assessments, authentic assessments and the use of rubrics is noted in the Curriculum section.

Key Findings

1. *Instructional model*

Classroom observations revealed the absence of any school-wide instructional model. There were no consistent instructional practices or pedagogical approaches evident across classrooms, subject areas or grade levels. A total of 58% of teachers had posted standards, objectives and Do Now's, but only 34% of teachers had relevant objectives that were aligned to standards. Five of the 38 teachers observed (13%) used a variety of research-based instructional practices such as lecture, modeling, discussion, small group or individual practice and informal assessment.

The workshop model of instruction is a framework where learning is organized into three main components – direct teaching, shared practice/learning, and independent practice/learning. These three components are commonly referred to as the “To, With, By” Model. Using this system, teachers first teach a concept to the students (direct teaching). They then practice the concept with the students (shared practice/learning). Finally, after the shared practice experience, teachers allow the students to practice the concept by themselves (independent practice/learning). When framing instruction in this manner, a student has three different opportunities to learn a concept in at least three different ways. This model moves a student from dependence on the teacher to independence. The student becomes independent in his/her learning experience because s/he is given the opportunity to explore the concept without the teacher. Therefore, the Workshop Model changes a teacher's role from indoctrinator to facilitator.

Most observed classroom instruction was direct instruction where the entire focus was on the teacher. Direct instruction was predominately lecture based with students taking notes. There was no consistent school wide format for the lecture or the note taking. Students were engaged at various levels with the note taking. Moreover, the note taking only resonated with auditory learners. Multiple learning styles were not addressed in direct instruction. During direct instruction Marzano's high yield strategies were not evident. Few teachers appropriately engaged students in guided instruction. Guided instruction allows the student and teacher to work together to practice a new concept. This practice was absent from most instruction as instruction was dominated by direct instruction (lecture). Independent practice is the third element of instructional frameworks and it allows students to independently practice the new concepts. Independent practice was not evident in most observations. While instances of students working “independently” were visible, this was more in the format of busy work rather than true meaningful independent practice that would align to instruction and

objectives culminating in assessment. It is important to note that independent practice is only relevant when coupled with strong direct and guided instruction. Students working on set problems with the absence of the direct instruction and guided practice becomes busy work rather than true meaningful instruction. Moreover, when students were given independent work, few instances included time for students and the teacher to review the work and get feedback. Without feedback and immediate assessment, students and teachers cannot determine if students are mastering a given concept and with what skill level.

In addition to the direct, guided, and independent practice, other general instructional practices were observed. There were few examples of cooperative learning done correctly. In instances when cooperative learning was attempted, few students were engaged in the process and procedures for the cooperative learning were rarely determined beforehand. Classrooms lack established procedures and students were not given many opportunities to practice work and receive feedback. In a science classroom, students were conducting a lab, but only received verbal directions from the teacher, not a lab sheet or rubric. Consequently, the teacher had to repeat instructions multiple times and continuously redirect students' attention to the project. The lab environment was chaotic, messy and unsafe. Multiple instructional observations revealed an over reliance on verbal instructions, resulting in confusion for students. Numerous observations revealed an absence of teacher instruction substituted by videos, board games (Connect 4), playing football (outside of PE class), and students replacing classwork with their own activities (texting, eating, sleeping, reading non class materials, and engaging in conversation). Last, on numerous occasions, classrooms that appeared on the master schedule were not in session, did not have a teacher present, or were combined with another class. This led to a lack of instruction and unsupervised students. Consistent school-wide instructional practices would create a routine where students learned in a more efficient environment.

2. Differentiated instruction

There are 60 students with active IEPs at IDEA. In a school with a diverse population it is necessary to address the needs of students by acknowledging multiple learning styles through differentiated instruction. During observations, the majority of instruction belonged to the teacher. Student participation was passive and mostly involved note-taking, answering low level questions and reading aloud or to themselves. The lack of an instructional framework, noted above, adds to the direct instruction that dominates most classrooms. With the exception of observations, noted in this section, the majority of class instruction did not meet the needs of multiple learning styles or diverse learners. Instruction was predominantly auditory (lecture based), when present. Notably, in two English classes, a science class and two technology classes, students were given the opportunity to lead instruction. In those classrooms teachers used visual, oral and kinesthetic tools to address the way individual students learn. Students read aloud, worked in small groups and pairs, coached each other through problems, built computers and used technology to engage students' multiple learning styles. In the middle school math class, students were allowed to select one of three problems to solve using a computer. This example of differentiated learning stood out from among observations.

Reading classes are part of the school schedule to enforce and remediate reading for students significantly below grade level. If these classes are effective, they have the possibility of providing differentiated instruction for struggling readers. Current reading intervention classes, taught by

consultants, are not effective. Reading classes were observed on several occasions. When a 9th grade Essentials of Reading class was observed, no instruction was taking place. The teacher was sitting with students, talking. Once the observer entered the room, the teacher went to the board to write a series of questions.

1. Is it okay to be happy when someone dies?
2. Is it okay for a husband to have total control over his wife?
3. When someone you love dies, are you always sad?

Students were instructed to take out paper and write responses to the three questions. After a few minutes the teacher said they would begin reading “The Story of An Hour” by Kate Chopin. Students asked if they could share their responses to the questions. The teacher said no, passed out a handout of the reading and began a read aloud with the students. On another occasion, a student described for twenty minutes a book she had read for her English class. The book was not part of the curriculum or present in the classroom. Other students were not engaged in the process nor were there any required activities to do as the student described the book for twenty minutes. In another observation, there were three students present for class. Two of the three students rejected the class instruction and were allowed to engage in off-task behavior. The one student who engaged in instruction read aloud. The teacher listened to the student read aloud but provided little to no feedback. The lack of differentiated instruction resulted in off-task students in all instances.

In other classes techniques were not consistently employed. The majority of instruction was lecture based, supporting over reliance on direct instruction. Teachers either stood in the center of the classroom or sat at their desks. Students were instructed to define words, write sentences, read passages from texts, solve math problems and complete reading check questions. Some teachers attempted visual instruction techniques by using technology such as overhead projectors, computers and software such as PowerPoint, but the instruction was all delivered through lecture, with students copying notes and teacher-directed Q&A.

Most instruction took place in either whole group or individual format. Small group instruction was only observed in five classrooms, an English, technology, math, science, and JROTC class. Of those classes, only the English class used small group instruction effectively, pairing students to complete peer revision of 5-paragraph essays with rubrics. The other classes struggled with organization, classroom management and appropriate use of the small group format. Students were placed in pairs and small groups to answer basic questions at the end of a chapter. Students were given chart paper and handouts and told to solve math problems in groups of three, but teacher did not check for understanding and students did not share out work. One successful use of kinesthetic learning was observed in an animation class where students were modeling a 3-D hand. Students used software to create 2-D and 3-D polygon cubes, manipulating them into the shape of a hand.

Differentiated instruction ensures students at various learning levels needs are met within the classroom. Differentiated instruction also can take into account the various multiple learning styles within the classroom setting. Differentiated instruction can transpire in four meaningful elements of a lesson:

- Structure: the format/structure teachers use to teach (e.g., lecture, group work, etc.)
- Content: the lessons (e.g., strategies, skills, understandings, etc.) taught
- Assessment: how teachers gauge what students have learned
- Activities: the methods students are given to apply what they have learned

Practically, effective differentiated instruction may entail a teacher allowing students to select from a variety of practice problems to assess their own weakness. Alternatively, students may select from among a variety of presentation styles such as written report or visual presentation to effectively demonstrate content knowledge. Marzano's high yield strategies are an effective practice for differentiated instruction. As described in this report, high yield strategies are overwhelmingly missing from instruction. As noted, differentiated instruction is an area of growth for teachers at IDEA based on the classroom observations.

3. *Student assessment*

Formal and informal assessments of student learning are critical to the instructional process to ensure students are mastering skills and content of each class. Formal assessments included specific quizzes, tests, and authentic assessments. Informal assessments can take the form of exit tickets, student questioning, problem checks, and other methods that are quick feedback for students and teachers. Formally, students were predominantly assessed through tests and quizzes. Informal assessment was not effectively utilized during many classroom observations. Question and answer was used, but all questioning was low level and teachers did not give thoughtful feedback to student responses. In order for feedback to expand learning, it must be meaningful providing direction for a student in regards to his/her learning. Teachers responses should extend learning rather than end with a "yes" or "no" response. In a JROTC class the teacher asked, "Why is it important to stretch prior to PT?" Student responded, "To prevent injury." Teacher said yes and continued leading the class in stretches. Teachers showed lack of content knowledge by making statements after students gave answers like, "I hope that's the definition." When students asked for further explanation, they were not given clear answers.

Only 34% of teachers had posted objectives that were aligned to standards and connected to the lessons being taught. Posted objectives were often out of date. Teachers had the same objectives (standards, Do Now, etc.) posted when observed by multiple evaluators over several weeks. In some cases, objectives were not clear and not aligned to standards or instruction. For example, in one technology class the posted objective was, "Using the correct tool will assure a safe working environment. Writing Matters: How can understanding formulas impact the way we see our future?" No instruction took place during the period. Students worked independently at their desks. In other classes where objectives were clear and aligned to instruction, teachers struggled with delivery. Teachers were easily drawn off topic by student questions. Lessons were poorly facilitated and weak classroom management hindered engagement. Teachers failed to assess whether objectives were met because of poor organization.

Having measurable objectives is critical to completing the assessment loop in instruction. Objectives define what students should be able to do in a given class period. The objectives serve as a guide for assessing learning in a given class. Because objectives in observed classes were often missing,

outdated, or not written in a measurable format, the focus on what students should be learning and the assessment that corresponds could not occur.

4. Student engagement

Student engagement varied depending on the class structure and planning invested in the lesson by the teacher. When lessons were organized and planned, students were highly engaged. This was observed consistently in 20% of lessons. In the other classes, students' attention waned during parts of the lesson or they were completely disengaged. This occurred primarily in classes where no instruction took place or there was a clear lack of planning. Overall, there is a lack of accountability to student learning by teachers in the observed classrooms. Effective planning and preparation are essential to improving student engagement. Moreover, the lack of instructional strategies and overreliance on direct instruction, as noted earlier, impacts student engagement.

Student engagement varied among classes. For example, upon entering a JROTC classroom, the objective stated, "To ensure all Let-1 cadets know all of the basic stretches." The Do Now said, "Take 10 minutes to read student handout on basic military stretches." When the observer entered the room 10 minutes into the period, the class was watching a video of a news program where commentators were discussing the investigation of the death of Trayvon Martin. After 3 more minutes of watching the video, the teacher turned off the television and told students to go into the hallway and begin stretching. Several students were reluctant to participate and remained in the classroom. In a Social Studies class students were given a question to answer in small groups. Most students ignored the instructions and had conversations with their group members instead. Close to the end of the third quarter, students were given entire class periods to complete "make-up work" and missed assignments in another class. Students rarely used this time to complete work. In one technology class, the teacher moved from the center of the room to his desk. Teacher remained seated at computer for the remainder of the period. Of the 14 students in the class, only two appeared to be engaged. One worked with the teacher at computer, the other worked independently. The other students chatted about after school plans, touched each other in a flirtatious manner, played solitaire, and turned off their computers and went to sleep. In another history class, students were supposed to present on women who had influenced American History. The teacher sat at her desk and ate what appeared to be her lunch while students instead of presenting chatted in self-created groups.

Student engagement is the pinnacle of instruction. Without student engagement the best planned lesson falls short and the purpose of the lesson, and instruction as a whole, becomes obsolete. IDEA students express a true desire for instruction and engaging lessons, but the lack of planning and preparation on the part of teachers negatively impacts student engagement. The emphasis on direct instruction directly impacts student engagement in the classroom.

5. Rigorous expectations

Expectations for students are not rigorous at multiple levels of the instruction cycle. Most middle school classes have the same Do Now, to define the word of the day and use it in a sentence. Objectives are not measurable. Questioning is low level. Teachers ask closed questions and frequently give students the answers. The majority of questioning techniques involved knowledge and comprehension. Students were asked to recall facts and define vocabulary. They were instructed to

summarize historical events but never moved on to synthesis or analysis. Homework was rarely given and did not offer practice. Homework in a science class was to “Bring in a shoebox.”

In an English class with no posted standards or objectives, the agenda had one item – “Vocab. Ch. 19.” The Do Now was, “What do you think your Advisory 3 grade is?” The homework was to study for Thursday’s vocabulary test. No instruction occurred during the period. The teacher passed back exams while one student was completing the exam as make-up. The student was using a textbook to answer questions on the test. The teacher stepped out of the room and another student sat across from the one completing the exam and begin sharing answers. Once the teacher returned to the class, she went to her desk and the two students continued to talk and cheat on the exam. During the observation cycle five teachers showed video clips or movies that did not support the curriculum. In classes where evidence showed lack of planning, students made comments like, “Are we going to play UNO again today?” and, “We already read this chapter.” In another class, students were told to play “Connect 4” because no lesson had been planned for the class.

The absence of academic rigor directly impacts student achievement and is partially impacted by the lack of planning and preparation by teachers. IDEA students are eager to receive rigorous instruction and would eagerly engage in instruction that is challenging. In instances where instruction was rigorous and engaging students demonstrated enthusiasm for learning. On the other hand, when lesson plans and activities were not evident for students to engage in that challenged them intellectually, students devised their own “activities” for the class period that yielded off-task behaviors that were seldom corrected and instruction dwindled in rigor.

6. Use of technology

Technology can be utilized as a teaching tool to enhance instruction for students. IDEA has a number of technologies available to teachers outside of technology specific classrooms including graphing calculators, computers, laptops, smart boards, televisions, LCD projectors and overhead projectors. In reviewing technology, classroom observations considered how teachers incorporate the use of technology resources into the curriculum to ensure students are prepared with the technology skills necessary to enter the post-secondary world of college or career readiness.

Technology was observed as a positive enhancement to instruction on some occasions. For example, in an anatomy class videos were shown to demonstrate the impacts on poisons on human beings. The video clips enhances the lesson but were not used to supplant instruction. In a US history class, a video was shown of Billy Joel’s, *We didn’t start the fire*, as a visual tool to demonstrate major cultural, social, and political occurrences in history. In a biology class, a smart board was used to model an experiment regarding traits. In these instances, technology supplemented instruction but was not used as a substitute for instruction, rather an aid. In all instances, outside of technology specific courses, where technology was utilized it was used as a technology supplement for instruction by the teacher. Student use of technology to “do” was not observed. The primary users of technology were teachers. While this is not adverse, it further supports the focus on direct instruction noted earlier in this section.

Conversely, examples of poor technology use were also evident. Technology was over utilized by classroom teachers who lacked ample instructional materials and instead used technology to replace planning and instruction. In a social studies classroom a teacher used the overhead project to project a

publisher made worksheet. Students were instructed to answer the questions, more than half of which were not relevant to the topic covered. In another course, when the observer entered students were instructed by the teacher to “work on a power point.” No further instructions were given. Assignment criteria or explanation were missing. As a result few students worked on the assignment and many viewed websites of their choice. It was the observers opinion based on the objectives and the instruction given to students that the power point assignment was busy work rather than related to content. In an English class a teacher attempted to use the smart board. However, a lack of training resulted in the teacher ineffectively using the technology. More than 15 minutes of instructional time were devoted to learning how to use the smart board by the teacher while students sat and grew impatient. Again, as in instances of positive use of technology, the primary technology user was the teacher further supporting the focus on direct instruction by IDEA teachers.

Recommendations

1. Research and adopt a school-wide instructional model. The Workshop Model of instruction should be implemented across all subjects. The framework allows teachers to establish a routine for classroom instruction that can be used in any content. Instruction includes the following components.
 - The Warm-up/Do Now – a quick problem or question used to focus students and get them ready for learning.
 - Direct Instruction/Mini-Lesson – whole group explicit instruction that teaches a key concept, demonstrates a strategy or skill, or allows students to read and think aloud for a specific purpose. During this time teachers also set expectations, give directions and prepare students for practice.
 - Guided practice/Shared Work – teacher practices the concept just taught with whole group. Allows students to ask or answer questions, direct them through the steps of an activity, solve problems and get feedback from teacher and peers.
 - Independent practice – students work independently, in pairs or in small groups. Teacher circulates the room to make sure all students are on task, meets with individual students or small groups for more direct instruction or coaching.
 - Share-out/Closing – students share out what they learn through informal assessment tools. Teachers use reflections, exit tickets and other strategies to assess whether students understood what was taught.
2. The school should identify 5 school-wide teaching strategies that are research-based to implement in each classroom. Consistent teaching strategies will ensure students become familiar with a structure for instruction. Marzano’s high yield strategies should be reviewed in this context to make selections. Suggested areas of focus include:
 - Effective practices for building vocabulary.
 - Effective practices for accessing informational text in the content area.
 - Effective practices for collaborative group work.
 - Effective strategies for assessing immediate student learning (exit tickets, think-pair share, thumbs-up/ down, graphic organizers, Cornell notes, white boards).

3. The school should devise expectations for key instructional areas and provide professional development to teachers in those areas. Among key areas of focus should be:
 - Daily measurable objectives.
 - Daily aim question with frequent checks for understanding throughout the lesson that support the aim.
 - Vocabulary strategies to complement the word walls in every room.
 - Use of informational text in every content area.
 - Higher order questioning that requires students to think of the same topic from different viewpoints.
4. Create balanced literacy classrooms. Identify research-based reading strategies for content areas. Adopt a school-wide reading strategy to be used across curricula by all teachers. Provide adequate reading intervention for struggling readers.
5. Develop school-wide writing rubrics that infuse writing strategies across all subjects. All teachers, regardless of content area, speak the same language when it comes to writing so that IDEA has a uniform writing process and expectations across the content areas.
6. Develop department wide rubrics and expectations for laboratory reports in science.
7. Teachers should receive professional development on the following research-based best practices to improve instruction.
 - The Workshop Model
 - Marzano's high-yield strategies.
 - Writing measurable objectives
 - Creating effective rubrics
 - Reading across the curriculum
 - Effective use of technology resources to facilitate student learning

BEHAVIOR

IDEA Public Charter School has the foundation in place to create a school culture that supports student learning with consistency and accountability. The majority of the students at IDEA are pleasant, polite, charismatic and eager to learn. Their misbehavior and chronic rule breaking is caused by a lack of structure in the school culture. By refocusing the staff and students on the school's core values and implementing a simple set of rules with clear consequences, the school can begin to bridge the gap between what is on paper and what is practiced.

Key Findings

- The uniform policy is neither consistently enforced by school staff nor do students comply with the majority of its mandates.
- The tardy policy and passing period procedures are not consistent. The policy as stated in the handbook is the not the same as the policy displayed on posters throughout the building. There is no evidence that either policy is enforced.
- Class I and II violations are not consistently enforced. Classroom teachers routinely overlooked Class I violations.
- There is evidence of a discipline referral form and a daily monitoring sheet to track student behavior, but there is no evidence that it is used.
- It is not clear how students are assigned detention.
- Suspension data for the current school year is incomplete.
- Few staff members were observed in the halls during passing periods, but security could be found on the first and second floor.
- There is no standard behavior management plan in place and guidelines for dealing with student disciplinary issues in the classroom are not evident.
- There is no cohesive positive behavior program in place.

The findings of this report were compiled after conducting classroom and common area observations over a five-week period, in addition to informal interviews with school staff and students. The following is a list of sources and resources that informed this report.

- Audit of IDEA Public Charter School Cadet Handbook, 2011-2012
- Suspension Summary Report 3 Years (2009-2012)
- IDEA discipline referral form, Junior Academy daily monitoring form
- Discipline proposal memo
- 15 hours of observations per evaluator, for a total of 45 hours of observations in the school's classrooms and hallways
- 23 teachers observed
- Informal interviews with students in the middle school and high school
- Informal interviews with 4 teachers, 2 security guards, and 2 deans
- 3 evaluator meetings to share observation findings

Specific Policies and Procedures: Uniform Policy, Hallways/Passing Periods/Tardy Policy

Uniform Policy

As stated in the IDEA Cadet Handbook, IDEA has a mandatory uniform policy that states students are required to wear the uniform every day and must come to school properly attired. Students are not permitted to leave articles of clothing or their ID cards in their locker overnight. The handbook says, "On Monday, Thursday and Friday students must wear plain black or khaki pants/skirts, a white shirt purchased from the school's authorized dealer (with the appropriate school patches), and solid black shoes. The pants must be properly hemmed, the skirt no more than two inches above the knee, the shirt tucked inside the pants, an appropriate belt must be worn along with black or white socks, and the school ID must be visible at all times." It further differentiates the uniform by stating, "On Tuesday and Wednesday, the military uniform must be worn. The military uniform should be worn properly and students have the option to wear authorized military boots." Finally, the handbook states that students who fail to display their ID cards will not be permitted to enter the building, receive food services, attend outside school activities or participate in after school mentoring programs. Students in violation of the dress code may be suspended for the remainder of the academy day.

Key Findings

Uniform policy is neither consistently enforced by school staff nor do students comply with the majority of its mandates.

- Student IDs were not visible.
- Students who failed to display proper identification were given full access to the building and its services throughout the school day.
- An average of 70% of students were regularly observed wearing incomplete and inappropriate uniforms.
- Students' shirts were not tucked into pants.
- Students wore sweaters, sweatshirts, jackets and coats over their uniform shirts.
- Girls wore micro-mini skirts and skirts made of figure-hugging spandex.
- Students were observed getting dressed at their lockers.
- On Military Dress days, three out of every 10 students observed were not in full military dress.
- Staff did not attempt to enforce the dress code during class or in the hallways.
- Students not observed receiving consequences for non-compliance.

Recommendations

- Train all staff, teacher and non-teachers, to enforce a clear uniform policy.
- Assign students not in uniform to a detention and require immediate compliance. *Ongoing*
- Clearly define the school's uniform policy. Consider specific policies for school uniform and military uniforms.
- Establish an emergency uniform bank which allows students not in compliance access to appropriate school uniforms immediately in lieu of sending students home or to suspension.

Passing Periods and Tardy Policy

The Cadet Handbook states that the school will close its doors to late-arriving students at 8:15 am. Students that arrive after that time are checked in and given a pass to class, denoting time of arrival. The information is recorded by security and reported to the Front Office. The handbook further notes that a point system is attached to tardy, excused and unexcused absences. Throughout the building there are posters stating that students who are late to class in between periods should report to security and receive a pass to class.

Key Findings

The tardy policy and passing period procedures as stated in the handbook are not consistent with the policy displayed on posters throughout the building. There is no evidence that either policy is enforced.

- Students frequently entered classrooms more than 5-15 minutes late.
- Of the twenty-three classes observed by one teacher evaluator, students entered late without consequences approximately eleven times.
- Tardy students disrupted the learning environment and teachers either stopped teaching to address the needs of the tardy student or ignored them.
- Students were observed entering classrooms, requesting materials from the teacher, searching for their belongings, having conversations, and horseplaying with peers.

While observing students passing from class to class in the hallway, there was limited supervision by adults.

- Students socialized in the hallways past the start of the period.
- Students frequently used profane language and were not reprimanded.
- Students participated in horseplay in stairwell and hallways.
- No more than two teachers were observed on hall duty in any hallway, on multiple floors, during passing periods.
- Students were gathered outside of classrooms, unattended.
- Teachers walked by, saw students unattended, and either kept walking or mentioned they would call security to handle the situation.
- During the five weeks of observations, the observers found students unattended in classrooms multiple times. When observers notified security, we were told to inform the Front Office. When we informed the Front Office, they informed security.
- On at least three occasions, students were left unattended in the hallway or classroom for more than 10 minutes.
- It is not clear when and how the point system is used or if it is tracked.
- There are no written procedures on the accrual of points.
- There is no written merit system in place.

Recommendations

- Review and edit the school handbook. School leaders should edit the handbook, reorganize the content, and omit contradictory and repetitive policies. The handbook should be ready for distribution to staff and students prior to the start of the new school year.

- Create and enforce a tardy policy. Students report to class chronically late because the current policies are inconsistent and not enforced. Create a system to record and track student tardiness. Create standard tardy passes that note the time the pass was issued and allow students a 5 minute grace period to report to class. The security guard at the front desk should write and log all tardy passes.
- Students found in the hallway without a pass should be considered to be cutting class and should be sent directly to in-school suspension for the period. Established consequences should be determined for cutting class.

Disciplinary Process: Classification of Violations, Incident Reports, Detentions, Suspensions, Expulsions, Suspension Data

Classification of Violations

According to written policies, violations of the Code of Conduct are grouped into three categories, Class I, II and III. The Cadet Handbook mandates that before the classification of an incident is determined, a school administrator will consult with the student and staff member involved in the incident. Once the classification is determined, the school administrator will implement the disciplinary procedure. Three or more violations of a Class I or II offense in a four-month period may result in expulsion without a hearing if the circumstances warrant.

Documentation in the handbook instructs classroom teachers to handle disruptions on their own. Suggestions include phone calls to parents, and parent conferences. Only after these basic steps have been followed, or if the violation is severe, will administrators step in. The handbook states, “Class I violations include excessive disruptions of the learning environment, disrespect, excessive tardiness, cutting class, profanity, and non-compliance.” A first offense will warrant parent contact. Subsequent offences will result in students being assigned to in-school suspension, probation, detention, extra work assignments or other consequences at the recommendation of an administrator. The handbook says that Class II violations include defiance, dress code violations, vandalism, theft, obscenity, truancy, possession of drug paraphernalia, lying, excessive horseplay and other violations. A first offense will warrant in-school suspension or extended work assignments before or after school. Subsequent offences will result in an out-of-school suspension for up to five days. Class III violations include bullying and harassment, intimidation, fighting, drug possession, distribution or use, theft, gambling, weapons possession and other violation. The disciplinary action for this class of violations is an out-of-school suspension and possible expulsion.

Key Findings

Class I and II violations are not consistently enforced. Classroom teachers routinely overlook Class I violations.

- Students were heard using profanity in the hallways without receiving a reprimand.
- Students frequently disrupted the learning environment. Only one teacher out of five teachers was observed verbally reprimanding a student who entered a classroom and disrupted the learning environment.
- Only one out of eleven teachers was observed requesting a tardy pass from a late student.
- Students attended classes and were observed in the hallways non-compliant with the uniform policy.
- Some vandalism is evident throughout the building on walls, desks and in classrooms.

Recommendations

- Reclassify violations to the Code of Conduct. The consequence matrix is vague and convoluted. Administrators should invite a focus group of teachers and staff to edit each tier of violations and come up with a simple list of infractions that are prevalent in the school, and then determine to which tier each is assigned.
- The team should identify 5-6 basic rules that every student must follow and that every adult must enforce. For example, students must be in uniform with IDs visible, electronics and cell phones are prohibited, profanity is not allowed, etc. These rules should be visible and posted throughout the school. Students should receive detentions or demerits when they violate these basic rules.
- Establish a behavior intervention plan that includes opportunities for students to remediate behavior at every class of violation. For example, create a merit system that allows students to reduce the number of demerits earned. Assign a point or credit system to the Character Development seminars that allow students with multiple Class II violations to work their way off probation.
- The school must review its policies for suspension (in-school and out-of-school). School law mandates parent notification of each infraction leading to a suspension in writing. Further, specific procedures regarding due process are mandated that do not appear to be in effect at IDEA. Suspension policies must adhere to school law. The school lacks coherent and comprehensive written policies in this area.
- The school should review its expulsion policies. Students cannot be expelled without due process. The school's policy of issuing an expulsion without a hearing violates due process. The school's expulsion policy should be revised and include appeal procedures.

Incident Reports

The handbook states incident reports should be completed for Category II and III violations. When a student receives three incident reports he/she should be scheduled for a disciplinary meeting to discuss referral to Character Development, Peer Mediation, mental health counseling, behavioral contract, or an expulsion hearing. After reviewing the incident students may be assigned in-school (ISS) or out-of-school suspension (OSS). An OSS for three or more days automatically places a student in Character Development. Two or more OSS totaling more than 3 days during a three-month period, will also result in student placement in Character Development. Based on the severity of the incident or the number of incidents accrued, a student can be expelled without attending the character development program. Failure to attend or complete the character development program without written approval from the administration will result in an expulsion hearing.

Key Findings

There is evidence of a discipline referral form and a daily monitoring sheet to track student behavior, but there is no evidence that it is used.

- On only one occasion observers found two students completing in-school suspension with the Junior Academy Dean.
- Neither the Junior Academy nor the High School Deans were visible and present in the hallways during passing periods or class time.

- On two visits to the transition room, students were unattended. On one occasion 12 students were left standing outside the room for more than 10 minutes, waiting for a staff member who was absent for the day. There did not appear to be any alternative procedure in place. Students were eventually admitted to the room by a security guard after students informed the guard they were not allowed to return to class.

Recommendations

- Establish a clear chain of command for reporting student incidents.
- Create three Dean positions at the school. A middle school dean (7th-8th grade), lower school dean (9th-10th grade), and upper school dean (11th-12th grade). Each dean will be the first line of contact for teachers needing assistance with behavior management, not security. Deans should be required to counsel students, determine appropriate consequences and next steps, contact parents, follow-up with teachers and manage data.
- Rewrite the discipline referral form so that it supports use with the Code of Conduct. Make it easy to use and available to all staff. Explicitly state that Deans are the first line of contact when referring a student.
- Create a standard suspension form that communicates the Class of the violation as well as the type and number of days of suspension.

Detention

The Cadet Handbook documents that when students commit an infraction of school rules Monday through Wednesday, they are required to attend detention on Friday from 1pm-4pm. When students commit an infraction of school rules on Thursday and Friday, they are required to attend detention on Saturday from 9am-1pm. Students who arrive late for detention on Friday must serve detention on Saturday and the subsequent Friday. Students who arrive late on Saturday will serve the following Friday and Saturday. Students who do not attend their assigned detention will serve a three-day OSS.

Key Findings

It is not clear how students are assigned detention. There was evidence of a memo form used by the deans to notify parents when a student was assigned detention, but there is no data on whether detentions are actually served. The information in the handbook is inconsistent. Page 4 explains the discipline policy as listed above, while page 38 has a different detention statement that explains that detention can be served any day of the week, as assigned by the principal, administrator or teacher.

Recommendations

- Centralize the detention system and hold detention a minimum of 4 days a week so that students are assigned to detention soon after the act is committed.
- Create a system where detentions are an established consequence for Class I violations.
- Assign a behavior specialist to conduct detentions consistently and to manage in-school suspension.

Suspension Data

Key Findings

Suspension data for the current school year is incomplete.

- The only document produced with student suspension data was the “Suspension Summary Report 3 Years (2009-2012)”.
- The document, received in March 2012, only contained data through January of the current school year. Data collected states:
 - SY 11-12—one ISS and 68 OSS
 - SY 2010-2011—12 ISS and 111 OSS
 - SY 2009-2010 – 64 ISS and 160 OSS

The suspension data reflects the need to restructure the discipline program and consistently enforce school rules.

- The current data is incomplete. Students are sent to the Transition Room, which is considered ISS, on a daily basis but this is not being tracked.
- Students have been observed in ISS with the middle school dean, but there is no data to attest to that.
- The data presented does not account for the number of violations observed in hallways and classrooms.

ISS numbers should be higher. Such a low number of documented in-school suspensions is evidence that the current discipline system is not being implemented consistently.

Recommendations

- Use a data tracking system to track student attendance and all discipline data (detentions, referrals, suspensions, demerits and merits), such as Blackbaud or other education databases.
- Assign clear ownership of the entire discipline process to the Head Dean to ensure appropriate implementation at all levels of the school.
- As noted earlier, policies as written regarding suspension and expulsion do not follow school law and violate students’ due process. These policies should be reviewed and rewritten to comply with all mandates of school law.

Staff Enforcement of Code: Security, Classroom Management

Security

The security team consists of five guards stationed throughout the building during the school day. One guard is present at the check-in desk while the other guards are stationed at satellite desks in the

hallways. The security team wears a clearly identifiable uniform and is the most visible presence in the hallways during the school day.

Key Findings

Few staff members were observed in the halls during passing periods, but security could be found on the first and second floor. However, the farther one traveled from the security hubs on the first and second floor, the less the security presence was felt. The enforcement of rules is inconsistent. Of note, on numerous occasions when observers entered the building there was no security stationed at the front desk. Visitors walked in without any monitoring and were free to roam the building.

- Students were aware of areas where there was no security presence and took advantage of the lack of supervision by cutting class, hanging at lockers, and playing in the stairwells.
- There was a general lack of respect displayed by students towards security officers and vice versa. Students openly cursed in front of guards, called them disrespectful names and were overall defiant.
- Some security guards were observed yelling at students while others were observed socializing with students at security hubs while class was in session.

Recommendations

- A security guard must be present at the front door at all times to ensure all visitors are checked in. Visitor policies should be clearly defined and established.
- Security team should be assigned with a rotation schedule that allows for guards to be stationed at high traffic areas and roaming duties throughout the building.
- There should be one guard at the entrance of the building, one in the first floor middle school wing, and one at the security station on the second floor.
- One guard should be assigned to roam the building, monitoring the third floor, all stairwells and all restrooms.
- Guards should know the school code of conduct and consistently enforce it.
- Guards should be properly trained in working in a school setting.

Classroom Management

Key Findings

There is no written, standard behavior management plan in place and guidelines for dealing with student disciplinary issues in the classroom are not evident. Some teachers have established their own classroom procedures to maintain an orderly work environment, but this was not observed across the board.

- In most cases, it was observed that teachers rely on security to handle major classroom management issues.
- Of seven teachers who had classroom management issues arise, only two appropriately reprimanded students and corrected the behavior. When a student entered a classroom to get a book, but playfully hit another student in the face on their way out the door, the teacher's only response was the call the student's name, not correct the behavior.

- Students were frequently tardy and took extended bathroom breaks. When questioned, teachers commented that all the bathrooms in the school are locked except for the ones on the first floor. Students must hunt for a staff member with a key or travel to the first floor to use the bathroom.
- Classroom procedures were not evident in all classrooms. They were prompted multiple times to complete the Do Now. They talked to each other while instruction was taking place and frequently got out of their seats to move around the room without permission.
- Teachers were observed joining conversations that took the instruction off topic, rather than redirecting the student back to the lesson.
- Students were also frequently observed talking during direct instruction. Teachers had to repeat their instructions or questions multiple times in order for students to get on task.
- Teachers made comments that they did not feel supported and were left on their own.
- There are no incentives used to reinforce positive behavior inside or outside the classroom.

Recommendations

- Create a professional development plan that supports teachers in developing classroom management skills.
- The plan should be led by the deans and be implemented at the start of the school year. Deans should work with administration over the summer to create training lessons that teach staff how to uphold the school's core values and enforce the schools basic rules consistently. The plan should include a full overview of the school's disciplinary program as well as lessons throughout the school year on reflective practice and emotional literacy.
- Create a merit system that includes incentives for students to modify behavior. Revise the Character Development program. Create a curriculum for the program that focuses character education. Include a restorative discipline plan that allows students to reflect on their behavior and return to the classroom within one day.

We recommend that before IDEA commit to and purchase a research-based behavior management program, such as PBIS, the school should first put in place basic discipline structures and procedures, and train all staff in the building to work in support of them. The school should revise behavior policies, train staff to implement basic and consistent policies on a daily basis, improve classroom management capability of its teachers through focused professional development, re-design its Dean staffing structure, re-design detention and ISS programs, ensure trained, professional security personnel and a strategic rotation schedule that ensures proper coverage throughout the building, and institute a merit system to reward positive behavior. Once these basic building blocks of a discipline program are in place, the school can consider whether to incorporate a research-based behavior program to enhance the existing structure.

IV. FINANCE REPORT

Key Findings

Financial Overview

The Restructuring Team reviewed IDEA Public Charter School's financial statements from SY07-08 through SY10-11. In 2009, IDEA PCS had full enrollment, short term assets were approximately two million dollars, and the per-pupil funding had been increasing 7% annually. With this backdrop, IDEA PCS embarked on an expansion in 2009 that included the construction of a gymnasium, additional classrooms and the Wellness Center.

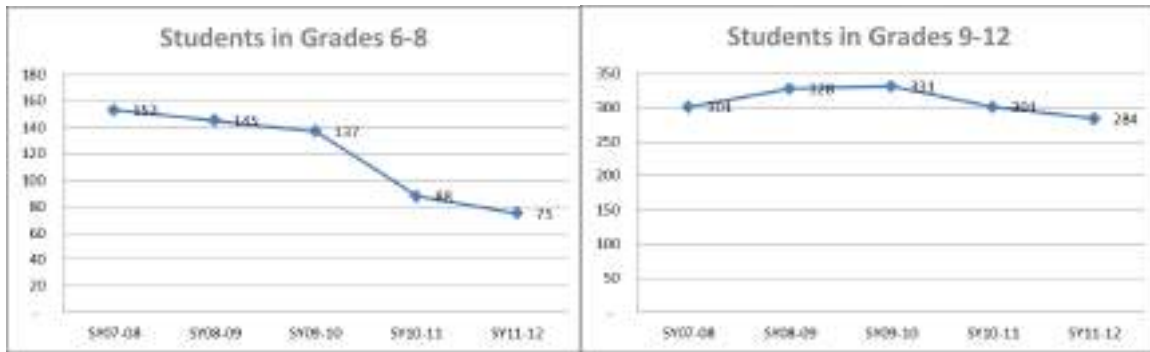
In the last three years IDEA PCS has experienced deteriorating financial health. We can find evidence of this decline in the trends of two major financial measures. The school's months of cash reserve ratio, which measures the number of months the school could operate without cash, has been trending downward and is now at 1.52 months. The school's current ratio, a measure that reflects the ability of a school to meet its financial obligations over the next year, has also decreased significantly.



We expect IDEA to lose more than \$600,000 in SY11-12 and, absent significant changes to the school's staffing model, IDEA could lose more in SY12-13. Two main factors are driving these losses: (1) declining student enrollment without associated staffing adjustments, and (2) the additional cost associated with the recent construction.

Declining Student Enrollment

IDEA PCS enrollment, which had held steady around 470 students for a number of years, slid dramatically in SY10-11, falling 17% to 389. Enrollment further fell by 8% in SY11-12, to 359 students. Seventh and eighth grade enrollment has fallen almost 50% off its high, reflecting the challenge of recruiting students in this age range.



The decrease in students creates a substantial loss in the most substantial and reliable portion of revenue. In SY10-11, IDEA PCS maintained the same personnel spending while the number of students decreased. Consequently salary costs increased \$2,750 per pupil from SY09-10 to SY10-11. The burden of not making proportional cuts to staff effectively cost the school more than one million dollars per year in SY10-11 and SY11-12. During these two years, IDEA PCS spent \$15,000 per student for staffing. By comparison, most of the high schools sampled for purposes of this study converge around \$12,000 per student in staffing costs, nearly \$3,000 less than IDEA. The following figures demonstrate these trends.



NCP's first year was high due to its lack of scale.

The declining student enrollment and relatively high personnel costs have been offset by temporary revenue sources. ARRA, CityBuild, and other facility grants provided band-aids that propped up cash and/or net income for two years. Once these large grants sunset, the school will need to either replace the revenue shortfall of around half a million dollars annually or makes adjustments to its spending.

We expect IDEA to lose more than \$600,000 in SY11-12 and, and absent significant changes to the school's staffing model, IDEA could lose more in SY12-13. (See APPENDICES O, P, Q, R)

Recent Construction

With the IDEA PCS construction nearing completion (expected in June 2012), the school is faced with a new financial burden that must be proactively managed. The additional \$500 thousand annually in interest and principal starting on September 15, 2012 will challenge a school with falling enrollment, high personnel costs, and an uncertain grant profile described above.

The \$8 million loan from BB&T financing the new construction matures on August 2014. The school had planned to refinance the loan, but the ability to refinance will be contingent upon the school's ability to meet certain academic and financial benchmarks.

Recommendations

- Develop a conservative budget for SY12-13 that anticipates an accurate enrollment, funds the increased debt service, and meets the bank covenants. This budget will require drastically reducing staffing costs. A thoughtful budget and strong execution against plan will position the school for its August 2014 refinancing and a stable financial future.
- Work closely with BB&T, the lender for the \$8M loan. The school needs to communicate the current state and plans to BB&T to ensure that it is not in technical default.
- Establish a new Finance Committee of the Board led by Garrett Rush.
- Continue an aggressive recruitment effort to re-enroll current students and attract new students with close oversight by the Restructuring Team and the Board of Trustees.
- Develop detailed and transparent weekly enrollment and re-enrollment targets and actions/consequences for not meeting targets.

V. OPERATIONS REPORT

CONTRACTS & SALARIES

Key Findings

IDEA-PCS employees are at-will. Offer letters are for 10-month and 12-month periods; however, current language does not specify that the agreement is only for one school year. 10-month employees include teachers, substitutes, security and food service staff, while 12-month employees include administrators, select security staff, counselors, front office and other non-teaching staff.

The pay scale for teachers is neither competitive to the DCPS 2011-12 pay scale, nor to many high performing charter high schools that peg their compensation rates to DCPS. In fact, the pay scale for 2011-12 starts \$13,500 below the DCPS starting point (Step 1, Bachelors).

IDEA adds lump sums for the following qualifications:

Certified teacher - 4k
Master's degree - 3k
Doctoral degree - 2k
Sped Cert - 5k
Course chair - 3k
Lead teacher - 1500
Professional license 3K

It should be noted that certification is not required to teach in District charter schools. While the IDEA scale provides additional compensation for certification, it does not recognize individuals for earning credits towards degrees (e.g., towards Masters or PhD).

To illustrate the lack of competitiveness in salaries – an English teacher of 7 years with a Masters Degree can only earn \$48,800 (or \$52,800 with certification). Comparatively, in DCPS, a teacher with these qualifications would earn \$69,132 as a base.

A review of salaries also finds that key leadership positions may be undercompensated in comparison to competitor charter schools and DCPS; except for the Development Director/ Grants Writer who currently has an 11-month contract with a provision that enables him to earn a percentage of grants won on top of his base salary. As a result, the Development Director earned a \$62,000 bonus last year. This is not customary.

Recommendations

- Add language to contracts to specify the school year the offer letter pertains to and include a start and end date.
- Consider adding 11-month positions for librarian, college counselor, and programs.
- Consider requiring Deans (12-month employees) to serve as Summer School principal and/or Dean.

- Revise and increase teacher pay scale to be comparative to traditional DCPS pay scale and competitive with high performing charter and DCPS schools; eliminate compensation for certification and instead add for credits towards degrees. Eliminate compensation distinction for lead and special education teachers.
- Conduct research on administrator salaries and adjust pay for leadership positions accordingly.
- Completely revise pay structure for Development staff so that bonuses are not linked to specific grants, but for performance in meeting general development goals.

VACATION & SICK LEAVE

Key Findings

Vacation and sick leave is comparable to other schools at 12 paid vacation days and 12 paid sick days for 12-month employees, and 3 days for 10-month employees in addition to paid school holidays. However, IDEA currently enables all faculty and staff to carry over an unlimited amount of vacation and sick leave from year to year. Employees are also allowed to receive unused vacation as payouts each year at \$20 per hour, (a policy that also applies to hourly employees who earn less than that amount in wages).

Recommendations

- Combine personal and sick leave to allow for teachers to take leave as needed.
- Revisit number of sick days for 10-month employees to make certain it conforms with DC law.
- Revise the leave policies to ensure that the academic needs of students are being met. Block days to limit how many people can take leave. .

RETIREMENT BENEFITS

Key Findings

IDEA offers unusually generous retirement benefits compared with other charter schools in the District. According to the handbook, “normal retirement is to be effective at age 55 or older with 5 or more years of employment with IDEA PCS. Retirees may elect to receive a lump sum payment of accrued vacation leave at their current pay rate or have the payment amortized over a period of pay days until the accrued funds are exhausted.” (p.19) The handbook also says on page 15 that “upon retirement accrued sick leave will be paid to the employee.” This policy is extremely rare for charter schools, and written as is leaves the school open to an ongoing financial liability that is difficult to manage. As of SY 2011-12, 22 employees are eligible for this retirement benefit with a total estimated liability of approximately \$250,000.

Retirement: TIAA CREF

In addition to IDEA's internal retirement benefit, IDEA offers two 403(b) retirement plans to employees and employees can participate in both. The first is plan allows employees to contribute up to the maximum amount allowable with no match from the school. The second plan allows employees to contribute 1% of their pretax salary and IDEA matches with an additional 3%.

Recommendations

- Discontinue policy that allows employees to carry over unused vacation and sick leave.
- Revise the retirement policy to be more in line with other DC charter schools.

HEALTH BENEFITS

Key Findings

IDEA offers employees the following benefits: health, dental, vision, life and disability.

Health: CareFirst Blue Cross Blue Shield

IDEA covers the entire cost of the employee's HMO rate at 100 percent. If the employee opts for the PPO or Open Access plan, then the employee covers 100 percent of the additional cost and that additional cost is automatically deducted from the paycheck. Employees are also permitted to add family members, but employees are responsible for 100 percent of the additional cost associated with family members.

Dental: United Concordia

IDEA covers the entire cost of the of United Concordia's dental plan similar to health coverage.

Vision: Advantica.

IDEA covers the entire cost of Advantica's vision plan similar to health coverage.

Life Insurance and Disability: Mutual of Omaha.

IDEA pays the premium on a \$10,000 life insurance policy. Employees can increase the policy amount, but are responsible for the additional premium.

IDEA pools their coverage through the Center for Nonprofit for dental and vision. IDEA works directly with a broker for health and life insurance.

Recommendations

- Some of the health benefits offered to employees are atypical and may create an additional financial obligation to the school; however changing benefit levels can be a sensitive issue for returning employees and so the school needs to carefully consider the potential for savings against the cost of creating additional turmoil for staff. Additional analysis is required of what these benefits are costing the school each year and how they compare to other charter schools in Washington, DC.

STUDENT ENROLLMENT

Key Findings

PCSB decision to revoke charter has created an additional enrollment and recruitment challenge for next year. As of the drafting of this report, 70 percent of current students have re-enrolled for next year and only 30 new applications have been received. There is a significant effort underway to recruit new students. The Board of Trustees and Restructuring Team are monitoring the recruitment effort. Target enrollment figures for next year are included in the finance section of this report.

Recommendations

- Move up lottery date from May 31 to March 1. The current date means that students cannot be enrolled officially until after May 31st, while competing charter schools often have dates earlier in the year.
- Create a year-round recruitment marketing plan and make sure staff implements it.
- Improve website to make application process more prominent, and create ability to submit application directly online.
- Create realistic budgeting numbers tied to historical trends.
- Consider expanding down to include 6th grade so that recruitment can begin at a natural break of D.C. students.

CONTRACTORS

Key Findings

Security: IDEA employs a chief of security, deputy chief of security, three full time day security guards and two part time night security guards.

Facility: IDEA employs a full-time employee to manage the boilers and an additional building engineer who works four days per week. The school has a list of preferred contractors (plumber, electrician, roofer) who are on call to perform work when necessary. IDEA has an additional full time facilities and operations manager that is ultimately responsible for the facility.

Recommendations

- Security: Consider keeping one internal security guard observed to be particularly strong by Restructuring Team consultants. Contract Security and Facility services out to companies that have a record in working with charter schools such as PMM and JHJ. This will eliminate the need to offer benefits from the school, manage employees and performance, and oversee hiring and firing. There are experts in these fields who can be counted on for professional, consistent services.
- Facility Management: Review whether a full-time person is required for the boilers.
- Facility Management: Review whether the additional facilities positions and contracts are commercially reasonable (e.g., carpenter, building engineer, on call plumber and electrician).
- Food Service: Review food service contract and make recommendation on whether to continue/discontinue.
- Review additional contracts and determine whether they should be renewed.

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Appendix L

March 8, 2013

Skip McKoy, Chair
Scott Pearson, Executive Director
DC Public Charter School Board
3333 14th Street, NW Suite 210
Washington, D.C. 20010

Dear Mr. McKoy and Mr. Pearson:

Thank you for the opportunity to review and respond to the Public Charter School Board's recommendation that IDEA Public Charter School be placed on probation under the auspices of the Mayor with set terms and conditions that will be monitored by the PCSB. IDEA accepts the probation recommendation that the Staff of the PCSB has recommended and does not oppose the imposition of fair terms and conditions as part of any probation that is imposed; however for the reasons set out below in greater detail, IDEA respectfully requests that the PCSB modify one of the terms and conditions that the PCSB Staff has recommended, i.e. Proposed Term #2.

I. BACKGROUND

On February 27, 2012, following a vote of the PCSB Board to forgo closure of IDEA, the PCSB and IDEA signed an agreement with terms and conditions to begin a comprehensive school turnaround effort of IDEA. These conditions required IDEA to assemble and engage a Restructuring Team that includes seasoned educational professionals; conduct a full audit of the school that was submitted in May, 2012; identify and install experienced new Trustees by April 2012 and new school leaders by July 2012; critically evaluate the teachers and staff – a task that resulted in eliminating one third of the existing school positions and hiring new teachers for more than two-thirds of the remaining teaching positions; redesign the curriculum, master schedule, goals and policies; encourage parents to enroll or re-enroll their students in the restructured school and have the school facility ready to open at the start of the school year. While IDEA's outgoing administration and existing teachers completed the SY 11-12 school year, the Restructuring Team worked diligently and met every condition that the PCSB imposed to ensure that the IDEA Middle School and High School would begin SY 12-13 under a fully restructured regime. The new school leadership, with the continued assistance of the Restructuring Team and the reconstituted Board of Trustees, began SY 12-13 with the understanding that it was Year 1 of a multi-year turnaround initiative.

The full measure of the task that lay ahead for IDEA's new school leadership did not become fully evident until the PMF scores based on SY 11-12 performance became available in the fall of the SY 12-13 school year. Regrettably, the score for the Middle

School PMF (80% of which is based on the results of DC-CAS tests that were taken in April 2012 while the students were still being taught by the outgoing administration and teaching staff— the majority of whom were about to be dismissed) plummeted to the bottom of Tier 3. The score for the Upper School PMF hovered near the top of Tier 3, due in good part to the efforts of the Restructuring Team who supported the outgoing administration with efforts around college placements (increasing college acceptance from 37% to 100%) and augmenting the numbers of 9th graders on track to graduate (increasing this measure from 48% to 81.8%), thereby compensating for some of the drop in DC-CAS performance.

This fall, IDEA's new leadership also prepared its 15-year charter renewal application, cognizant of the fact that IDEA is in the unique position of being a school seeking renewal under rules that evaluate 15 years of past performance while simultaneously executing the first year of a turnaround strategy for a totally restructured school program. The IDEA leadership recognizes that its situation presents a challenge for both the PCSB staff that is called upon to make a recommendation to the PCSB Board and to the PCSB Board as it deals with this case of first impression in the District of Columbia. Operating in unchartered waters, IDEA is grateful that the Staff has seen fit to recommend that the PCSB Board use the statutory provision that allows a charter school to be placed on probation under the auspices of the Mayor Section 106 of the Public Education Reform Amendment Act of 2007, D.C. Law 17-9 (effective June 12, 2007) and to prescribe remedial actions to be met by IDEA as it moves forward to execute its turnaround strategy with the goal of making IDEA one of the highest performing charter high schools in Ward 7.

IDEA does not object to the requirement that it prove its fitness to retain its charter by satisfying specific terms and conditions provided they are fair and reasonable and capable of being obtained. Such a requirement is consistent with the very definition of "probation" and with basic principles of administrative law that give great deference to the determinations of an administrative board in the substantive areas of its expertise provided that there is a basis in fact for its action.

IDEA is in agreement with all of the terms and conditions that the PCSB Staff has proposed except for Proposed Term #2 that reads as follows:

The school must show progressive improvement on its PMF score for three years as follows:

School Year	Required Minimum PMF Score for both the middle and high school (IDEA PCS must score within 1 percentage point of the following targets)
2012-13	40.0%

2013-14	45.0%
2014-15	50.0%

If IDEA PCS does not achieve the targets for both the middle and high school in an academic year, the probationary period will end and the entire LEA will close at the end of the subsequent school year.

In a meeting with the PCSB Staff, IDEA's Executive Director and Board Chair and Vice Chair probed the Staff to obtain a better understanding of some of the conditions of the term that was being proposed so IDEA could either accept the term or offer a thoughtful and constructive response and counterproposal. Specifically, IDEA's queries focused on three issues:

1. Whether the ultimate decision to close the school would be the decision of the Mayor or the PCSB Board and whether it would be automatic or discretionary;
2. Whether the PMF scores of the middle school and the high school could be considered separately; and
3. Whether different minimum PMF scores could be considered for the probationary term in light of the fact that IDEA was in the first year of its restructuring and turnaround program.

With respect to the first issue, the Staff indicated that the understanding with the Mayor was that the final decision with respect to the continuation of IDEA would be made by the PCSB Board and that the decision would be automatic if IDEA did not meet the targets that were set. IDEA does not object to the final decision being made by the PCSB but sets out below its argument as to why that decision should be a discretionary one rather than one that is automatically triggered by a PMF score.

With respect to the second issue, the Staff indicated that it would modify its recommendation and decouple the PMF scores of the middle school and the high school if IDEA elected to close the middle school at the end of SY 12-13 and announce the decision in sufficient time for the current 7th graders to participate in ongoing middle school lotteries and find an alternative placement with assistance from PCSB enrollment specialists. The IDEA Board of Trustees subsequently considered this option and reluctantly elected to close the middle school at the end of SY 12-13 in order to concentrate all of its resources on improving the performance of the high school. IDEA informed the students and parents in the 7th grade of the decision on March 4, 2013 and IDEA staff and PCSB enrollment specialists are working with the students to find alternative placements.

With respect to the third issue, the Staff indicated that it was not inclined to consider a change in the proposed PMF scores in light of the SY 11-12 PMF but it would consider and it would put forth to the PCSB Board for its consideration any written arguments that IDEA would care to file. IDEA's arguments against the PMF scores in Proposed Term #2 and its proposed modifications follow.

II. CONCERNS WITH PROPOSED TERM #2

- a. The growth expectation of 11.6 PMF points in SY 2012-13 and 5 PMF points per year thereafter is unrealistic and not aligned with historical, citywide charter school data for any of the charter high schools and it is especially unrealistic for a high school in its first year of a turnaround.**

Fourteen high schools served students in grades 9 – 12 and received a PMF score in SY 2010-2011 ("2011") and SY 2011-2012 ("2012"). The average PMF score difference for all fourteen high schools combined from 2011 to 2012 was -2.01 PMF points. Of the fourteen high schools, only six high schools improved their PMF scores. The average increase in PMF points for those schools that improved from 2011 to 2012 was 4.57 PMF points. Only three of the fourteen schools demonstrated growth from 2011 to 2012 of 5.00 or more PMF points and none experienced the 11.6 PMF point growth that is being asked of IDEA in the Staff proposal. In fact, the greatest growth achieved by a high school was less than 7 points.

The initial 11.6 PMF growth points that the PCSB would be requiring of IDEA in 2012-13 is just under three times greater than the average increase for schools that improved from 2011-2012. The required growth would also be more performance growth than even the best performing charter high schools demonstrated last year. To require IDEA to generate that type of growth is unrealistic in light of the performance of the other high schools in the charter school system. While IDEA understands that the PCSB wants the restructured school to demonstrate that it is on a turnaround path, the target is unrealistic for the first year of a restructured school. The task for IDEA is even more daunting because the proposed terms would require that IDEA achieve a growth of 5 PMF points or more for three years in a row – an outcome that has no precedent. The PCBS's own data strongly suggests that there is virtually no statistical probability that the result that is being required is achievable.

- b. The annual growth expectation of 5 PMF points in the second and third year targets may actually be greater due to changing ceilings & floors in the PMF which is a measurement tool that is still undergoing review.**

The PCSB Staff is suggesting that it measure IDEA's success during its probationary period entirely on whether it meets specified PMF targets even though the PMF tool

has only been used formally for two years, and is undergoing review by working groups with expected changes for SY 13-14. In fact, in February, 2013, PCSB convened high school leaders to provide an overview of potential changes that include different measures for attendance and re-enrollment calculations, among other changes that are planned for the SY 13-14 PMF. It is anticipated that there could be a city-wide drop in scores as a result of these changes; however there is no indication that the proposed scores for IDEA would be adjusted to take these changes into account.

According to the PCSB policy (see Changes to 2010-11 PMF: Floors/Targets and Tier Cutoffs, dated July 7, 2011) the floors and targets are reassessed yearly based on the "most recent year of data" (p. 2). "Targets will not be reduced in the event the charter community scores decrease" (p. 2). Therefore, the required annual increases may be higher than 5 PMF points because the PMF is subject to increases in the floor. In Proposed Term # 2, there is no language to indicate any changes to the PMF metrics that result in a citywide drop in PMF scores would result in adjustments to target PMF scores. From 2011 to 2012, the floor increased for three metrics in middle school (DC CAS reading, DC CAS math, and re-enrollment). The floor increased for seven metrics at the high school level (DC CAS reading, DC CAS math, graduation rate, PSAT, SAT, re-enrollment, and 9th grade on track).

These adjustments matter. For example, a middle school that would have had 60% of its students score proficient in reading in 2011 would have earned 4.7 PMF points. If the school had 68% of its students score proficient in math it would have earned 6.2 PMF points. Combined, the school would have received 10.9 points for DC reading and math performance. However, with the adjustments to the floors in 2012, that same school would have received only 10.3 PMF points in 2012, a net loss of 0.7 PMF points on the DC CAS metric. While the numbers may appear negligible, to attain a set target number and move from 40 to 45, a 5 point increase, this school would not only have to improve in its total score by 5 points, the school would have to increase an additional 0.7 points because of the adjustments to the floor. As such, IDEA may improve 5 points over the prior school year but because of adjustments in the floor, the actual growth that might be needed could exceed 5 PMF points. Given that less than half of the high schools between 2011 and 2012 showed growth of 5 points or greater, the proposed performance increase during the second year of restructuring is a very aggressive goal that will be difficult to attain.

c. The change in standardized test to the PARRC assessment will likely decrease test scores citywide during the 2014-15 school year, but this is not recognized in the proposed target for that year.

The District of Columbia under the guidance of the OSSE will administer the PARRC assessment in school year 2014-15 in reading and math at the middle and high school

level. The proposed conditions require IDEA to reach a PMF score of 50 in 2014-15. It is widely expected that students' scores across DC will drop in the first year of a new standardized assessment as teachers and students become acquainted with a new test and format and expanded grades are tested (9 and 11). This could result in a decline in student achievement in math and reading citywide. However, given the above-noted PCSB policy, that "targets will not be reduced in the event the charter community scores decrease, the anticipated decline in achievement could further negatively impact IDEA's ability to reach 50 PMF points by 2014-15. When the requirement to move from a PMF score of 45 to a PMF score of 50 from 2013-14 to 2014-15 is coupled with the administration of a new citywide assessment, the performance targets being set for IDEA become even more daunting.

III. RECOMMENDED REVISIONS TO TERM #2

IDEA has set out below our proposed revisions to PCSB language and our rationale for the revisions. The proposed language is in underlined and in bold.

The school must show progressive improvement on its PMF score for three years as follows:

	PCSB Recommended Term	IDEA Proposed Revision
School Year	<i>Required Minimum PMF Score for both the middle and high school (IDEA PCS must score within 1 percentage point of the following targets)</i>	Required Minimum PMF Score for high school (IDEA PCS must score within 1 percentage point of the following targets)
2012-13	40.0%	Floor of Tier 2 as defined by current PMF
2013-14	45.0%	40.0% to be re-evaluated based on any material change made to PMF
2014-15	50.0%	Target will be defined by July 2014 that acknowledges the expected citywide drop in scores with the new PARRC exams, and any material change made to PMF.

*If IDEA PCS does not achieve the targets for the high school in an academic year **or otherwise demonstrate substantial academic improvement**, the PCSB may, in its discretion, end the probationary period and close the high school at the end of the subsequent school year.*

- a. The revised numerical targets better align with school turnaround research and average sector growth and yet remain ambitious for a school undergoing a turnaround.**

“Effective school reform models typically take 3 to 5 years to affect student learning,” according to a 2011 study conducted by American Institutes for Research.¹ In fact, a report commissioned by The Wallace Foundation states that in school turnarounds, “improvement in the school environment and culture occur[s] within one to two years and improvements in student performance start[s] by the second or third year.” The report goes on to say “however, this timeline will vary and is expected to be longer in high schools.”²

The IDEA restructuring experience shows signs of following the pattern described in these research reports. Indeed according to the PCSB Quality Site Review Report for IDEA from February 2013:

The effects of the restructuring were possibly most evident in the school’s climate; many members of the QSR team had visited the school in previous years and noted a marked improvement. The school was calm and clean. Teachers referred to consistency in disciplinary procedures and support provided by the administrative team. Class transitions were efficient; students were orderly in classes and in the hallways, not yelling or cursing. In the student focus groups, students indicated that they felt safe at school.

IDEA understands that the PCSB is insistent upon seeing real progress from the restructuring that is underway at IDEA. IDEA shares that goal. However, if the IDEA experience continues to track the experience that is noted in the turnaround research, it is unlikely that IDEA will attain a PMF score of 40 during its first year of restructuring. This is because the PMF score is impacted by the April 2013 DC CAS that will reflect only eight months of the fully implemented turnaround efforts of IDEA’s new leaders and staff and the new programs that have been put into place. The programs include developing a culture of accountability through the regular administration of assessments, the use of data to drive instruction, and the use of math and reading intervention programs.

As a counterproposal, IDEA is proposing that the PMF target be set at the floor of Tier 2. This target would move the high school into Tier 2 while still requiring that IDEA

¹ American Institutes for Research, *Reauthorizing ESEA, School Turnaround- A Pocket Guide*, (2011), pg. 8.

² FSG Social Impact Advisors, *Measuring Success - The School Turnaround Field Guide*, (2010), p. 17

demonstrate a level of growth in its academic performance that would be higher than all of the other high schools.

- b. Adjustments to the targets in the first and second year and a negotiated target for the third year are reasonable due to the changing assessments of the PMF tool over the next three years.**

As mentioned throughout this letter, the PMF changed from 2011 to 2012, is expected to change as a result of working groups in 2013, and will be impacted by the changing standardized test in 2014. With such instability in the single tool used to determine IDEA's achievement of its probationary terms, an adjustment of the targets to reflect the impact of changes is a fair and equitable request.

- c. Retaining an element of discretion to review progress that is being made during a turnaround at a restructured school is fair and reasonable given the fact that the PMF is a performance measure that is in a state of flux.**

Finally, IDEA is requesting that the Board revise Proposed Term #2 to retain an element of discretion that it may use to make the final evaluation of IDEA's fate as a school during any given probationary year if the PMF target is not met. This change recognizes that IDEA will be evaluated by a performance measure that is itself in a state of flux and that may be changed during this probationary period.

In summary and in conclusion, we ask that the PCSB Staff and the PCSB Board accept IDEA's proposed modifications to Proposed Term # 2. We believe these modified PMF targets are sufficiently aggressive to demonstrate IDEA's fitness to continue to operate while at the same time providing IDEA with fair, reasonable and realistic probationary terms that take into account the experience of charter high schools citywide with the demonstration of growth in PMF scores. With these modifications, IDEA can continue on its upward path to achieve the academic success the PCSB rightly expects and to which IDEA is fully committed.

We greatly appreciate the opportunity to provide feedback on the PCSB recommended terms of probation. We are available to answer any questions that you may have in advance of the March 18, 2013 Board meeting and to discuss our proposal with you and other members of the Board at your convenience.

1027 45th Street NE, Washington, DC 20019

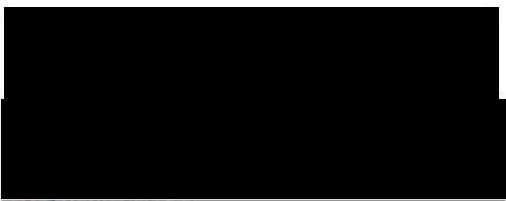
v 202-399-4760 | f 202-399-4387

www.ideaspcos.org

Respectfully yours,



David Owens
Board Chair



John Goldman
Executive Director

Appendix M



2012-13 Charter Preliminary Renewal Report

Integrated Design and Electronics Academy Public Charter School

January 31, 2013

DC Public Charter School Board
3333 14th St., NW
Washington, DC 20010
(202) 328-2660
www.dcpsb.org

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RECOMMENDATION

DC Public Charter School Board (“PCSB”) staff recommends Integrated Design and Electronics Academy Public Charter School’s (“IDEA PCS”) charter not be renewed at this time based on the school’s failure to meet its goals and student academic achievement expectations as set forth in its charter and subsequently developed accountability plans.

However, given that this school is undergoing a PCSB Board-approved restructuring of its academic program and operations, PCSB staff recommends to the Mayor that, pursuant to the School Reform Act (“SRA”) §38-1802.12(d)(5)(B), IDEA PCS be placed on probation, subject to the terms and conditions recommended by PCSB.

EXECUTIVE SUMMARY

IDEA PCS began operating in 1998 under the authority of the District of Columbia Board of Education (“DC BOE”) and is currently in its fifteenth year of operation. In 2002-03, the DC BOE conducted a five-year review of IDEA PCS and determined that the school continue operating, notwithstanding the school’s mixed performance of meeting the goals and academic achievement expectations laid out in its charter and further developed in subsequently created Accountability Plans (collectively, the “Charter”).

In 2007, after the passage of the Public Education Reform Amendment Act dissolved the DC BOE, PCSB became the authorizer for IDEA PCS. Between 2007 and 2012, PCSB conducted several reviews of IDEA PCS, each of which indicated that the school had serious academic and operational failings that prevented its students from learning effectively.¹

In December 2011, the PCSB Board approved a proposal to revoke the charter of IDEA PCS.² However, in February 2012, the PCSB Board voted to forgo closure, and agreed to the terms of “mutually agreed upon conditions between PCSB and [IDEA PCS] to address IDEA [PCS]’s poor academic performance and violation of their charter.”³ One of these conditions, among others, was that IDEA PCS would create a Restructuring Team that would conduct a thorough review of “IDEA [PCS]’s current systems and processes including: staffing, governance, academic program and performance, finances, and operations.” These conditions also called for IDEA PCS to submit a report to the PCSB Board detailing the IDEA PCS Restructuring Team’s review findings, along with the Restructuring Team’s recommendations regarding how these school systems should be improved under a restructured school leadership team.⁴ IDEA PCS

¹ To see a timeline of PCSB reviews, see memorandum attached to this document as Appendix A.

² See Letter to Colonel Joseph Stull, dated December 21, 2011, attached to this document as Appendix B.

³ See Letter to Colonel Joseph Stull, dated March 15, 2012, attached to this document as Appendix C. See “Conditions for Continuance Agreement,” attached to this document as Appendix D.

⁴ See IDEA PCS May 15th report, attached to this document as Appendix E.

submitted this report on May 15th, 2012 and is currently executing the Restructuring Team's recommendations, while PCSB is monitoring the school's progress in doing so.

This year, IDEA PCS's charter will expire, and it has submitted an application to renew its charter for another fifteen-year term. As part of the renewal process, PCSB must assess whether IDEA PCS has: (1) met the goals and academic achievement expectations ("goals and expectations") included in its Charter; (2) remained materially compliant with applicable laws; and (3) managed its finances effectively and remained economically viable.⁵ PCSB has conducted this assessment and determined that IDEA PCS has not met the goals and academic achievement expectations detailed in its Charter. The following report details this finding, and also assesses IDEA PCS's legal compliance and fiscal management over the course of its Charter.

Given its determination that IDEA PCS failed to meet its goals and expectations, PCSB is bound by the School Reform Act to deny IDEA PCS's application for renewal.⁶ However, the School Reform Act provides two "alternatives upon nonrenewal" and specifically limits only the DC BOE to exercising each of these alternatives. One alternative is for the DC BOE to manage the school directly while it arranges for the school to be closed; the second alternative is for the DC BOE to "place the school in a probationary status that requires [it] to take remedial actions, to be determined by the Board of Education, that directly relate to the grounds for the denial."⁷ As noted above, the DC BOE was dissolved in 2007 by the Public Education Reform Amendment Act, which also transferred the local education agency functions of the DC BOE to the Mayor.⁸

Given the restructuring plan that was approved last year by the PCSB Board, PCSB recommends the second alternative to non-renewal be pursued, and that IDEA PCS be placed on probation according to terms recommended by PCSB in a separate document, "IDEA PCS Proposed Probationary Terms."

GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The District of Columbia School Reform Act ("SRA") provides that PCSB shall not approve a charter renewal application if it determines that the school has failed to meet its goals and academic achievement expectations set out in its charter agreement.⁹ Goals are general aims usually charter mission related, which may be categorized as academic, non-academic, and organizational, whereas student academic achievement expectations ("expectations") are student academic aims measured by assessments. Goals and expectations are only considered as part of the renewal decision if they were approved by the PCSB

⁵ See DC Code § 38-1208.12(a)(3).

⁶ See DC Code § 38-1802.12(c)

⁷ DC Code § 38-1802(d)(5)(B).

⁸ DC Code § 38-175.

⁹ SRA §38-1802.12(c)(2).

Board in a school’s charter agreement, charter amendment, or Accountability Plans (collectively, the “Charter”).

IDEA PCS detailed ten goals in its charter application, which are included in the chart below.¹⁰ However, some of these goals were removed, others modified, and others further detailed in two subsequent Accountability Plans.¹¹ For the purposes of this review, PCSB analyzed five goals included in the school’s charter application and which the school consistently pursued over the course of its Charter, as well as one additional goal, regarding student reenrollment, which was added in a 2008 Accountability Plan. For goals and expectations that were not consistently pursued over the course of the school’s Charter, it is noted in the chart below that they were “not historically measured.”

IDEA PCS has failed to meet four of the six goals it has consistently pursued over the course of its Charter, while partially meeting two goals. The chart below summarizes these determinations, which are detailed in the body of this report.

	Goal or Expectation	Met?
1	Ensure graduation rates are over 90%.	Partially
2	Ensure all June graduates go to college or into meaningful employment (minimum wage or higher) by September.	Not historically measured
3	Raise Grade Point Averages (GPA) an average of 5% per year.	Not historically measured
4	Students will improve on their standardized test scores. ¹²	No
5	Create an environment that encourages attendance and reduces absenteeism.	Yes
6	Ensure all eligible seniors are afforded the opportunity to obtain financial aid.	Not historically measured
7	Improve student citizenship.	Partially
8	Integrate learning and work experience by focusing on experiential, hands-on work related experiences.	Not historically measured
9	Incorporates youth development activities.	Not historically measured
10	Receive more than a high school diploma.	No
11	IDEA students will reenroll at IDEA to complete the course of study.	No

¹⁰ See IDEA PCS Charter School Application, attached to this document as Appendix F.

¹¹ See IDEA PCS Accountability Plan (2004-2009) and IDEA PCS Accountability Plan (2008-2013), attached to this document as Appendix G and Appendix H.

¹² This goal was originally written as “Improve PSAT, SAT and ASVAB test scores between 7-10

1. Ensure graduation rates are over 90%.

Assessment: IDEA PCS has partially met this goal.

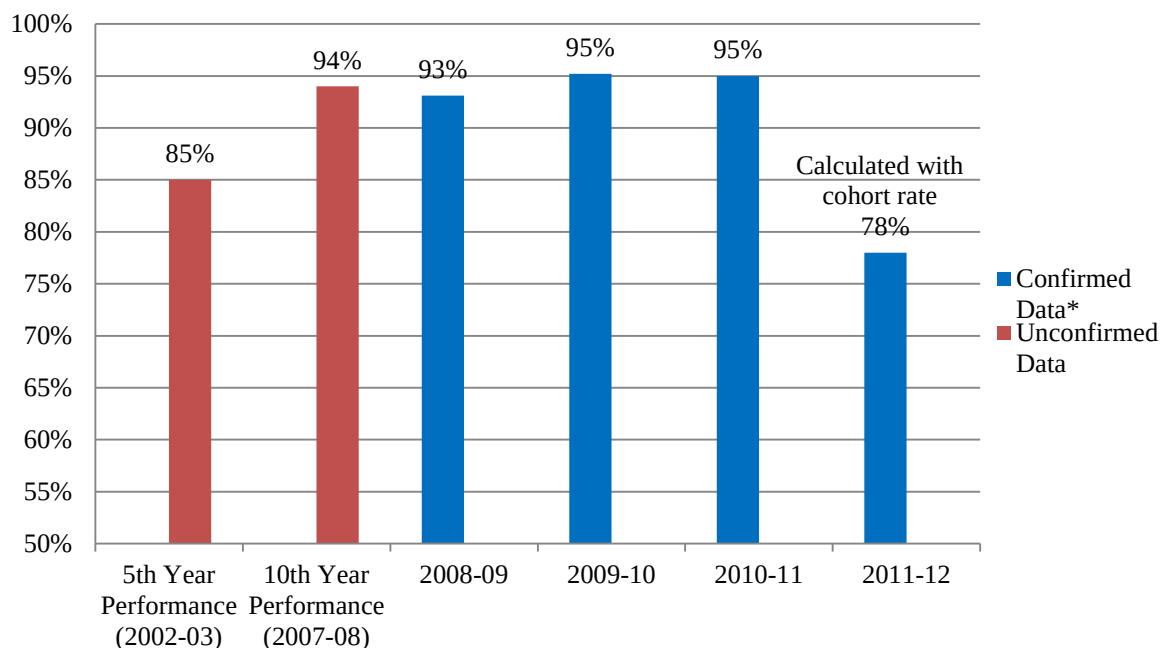
In its charter application, IDEA PCS set a goal that it would “[e]nsure graduation rates are over 90%.”¹³ In the school’s fifth year review, this goal was further refined: it was noted that graduating students would “meet or exceed all District of Columbia Carnegie graduation requirements as set forth by the Board of Education of the District of Columbia.”¹⁴

IDEA PCS did not meet this goal in its fifth year in operation, but did meet the goal at its tenth year in operation, as well as the three subsequent years. In 2011-12, IDEA PCS did not meet the goal. However, in that year the school’s graduation rate was calculated, as required by OSSE, using the Adjusted Cohort Graduation Rate. Graduation rates throughout the District of Columbia dropped when calculated using this method.

¹³ See Appendix F.

¹⁴ See IDEA PCS 5-Year Review, p. 18, attached to this document as Appendix I.

IDEA PCS Graduation Rates



*Data confirmed by PCSB and/or OSSE¹⁵

2. Ensure all June graduates go to college or into meaningful employment (minimum wage or higher) by September.

IDEA PCS stopped pursuing this goal after its five-year review; its subsequently created Accountability Plans do not reference this goal. However, in its renewal application, IDEA PCS discussed how its mission is “the preparation of students with the academic, social, leadership and occupational skills for post-secondary opportunities” and presents data regarding the different education and career paths pursued by IDEA PCS graduates. This data indicates that IDEA PCS has increasingly focused its efforts to ensure that 100% of its students are accepted into college. Indeed, in both 2011-12 and 2012-13, 100% of IDEA PCS graduating students were accepted into college.

Also in its renewal application, IDEA PCS describes how it is preparing its students for post-secondary opportunities according to the school’s Restructuring Plan. It details how the school is providing students with targeted assistance regarding the college entrance process, and how it will “continue to dedicate staff

¹⁵ See IDEA PCS Graduation Rates memorandum, attached to this document as Appendix J, to review the sources for this data. Fifth-year performance data is sourced from IDEA PCS’ Fifth Year Review, attached to this document as Appendix I.

to students' post-secondary pursuits in college, the armed services, and post-secondary training/careers and to tracking the post-secondary choices of the graduates more precisely."¹⁶

3. Raise Grade Point Averages (GPA) an average of 5% per year.

IDEA PCS stopped pursuing this goal after its five-year review; its subsequently created Accountability Plans do not reference the goal. However, IDEA PCS did detail its students' average GPAs: from school years 2006-07 to 2011-12, students' average GPAs were between 1.97 and 2.07.¹⁷

IDEA PCS also details its restructured leadership team's efforts to more accurately track grades, its implementation of a new grading methodology intending to support student achievement, and its efforts to make IDEA PCS students active participants invested in the school's grading system and proactively pursuing higher grades. It details that as the restructuring process continues, the school will then examine "how grades from outside institutions, credit recovery, and summer school factor into a student's GPA."¹⁸

4. Students will improve on their standardized test scores.

Assessment: **IDEA PCS has failed to meet this goal.**

In its charter application, IDEA PCS set a goal to "[i]mprove PSAT, SAT and ASVAB [Armed Services Vocational Aptitude Battery] test scores between 7-10% each year."¹⁹ This goal was modified to more general terms in the school's 2003-08 Accountability Plan: "Students will improve on their standardized test scores."²⁰ It was noted in this Accountability Plan that this goal regarded four standardized tests: the PSAT, SAT, ASVAB, and the DC-CAS.²¹ Thus, in analyzing whether IDEA PCS has met this goal, its students' performance on these four tests is considered.

IDEA PCS' PSAT and SAT scores have consistently remained below the District of Columbia average, and its DC-CAS scores have declined since its tenth year in operation, while the District of Columbia average DC-CAS performance level has increased. IDEA PCS students' have had mixed results in obtaining ASVAB scores that would qualify them to join the army: some years, 60% of students taking the test make a qualifying score, whereas in other years, less than 30% of students achieve a qualifying score. Because IDEA's students have not improved on their performance on standardized tests over the course of the school's charter, PCSB concludes that IDEA PCS has failed to meet this goal. The graphs below illustrate IDEA PCS's students' performance on the above mentioned standardized tests.

¹⁶ See IDEA PCS Renewal Application, p. 7, attached to this document as Appendix K.

¹⁷ See Appendix K.

¹⁸ See Appendix K.

¹⁹ See Appendix F.

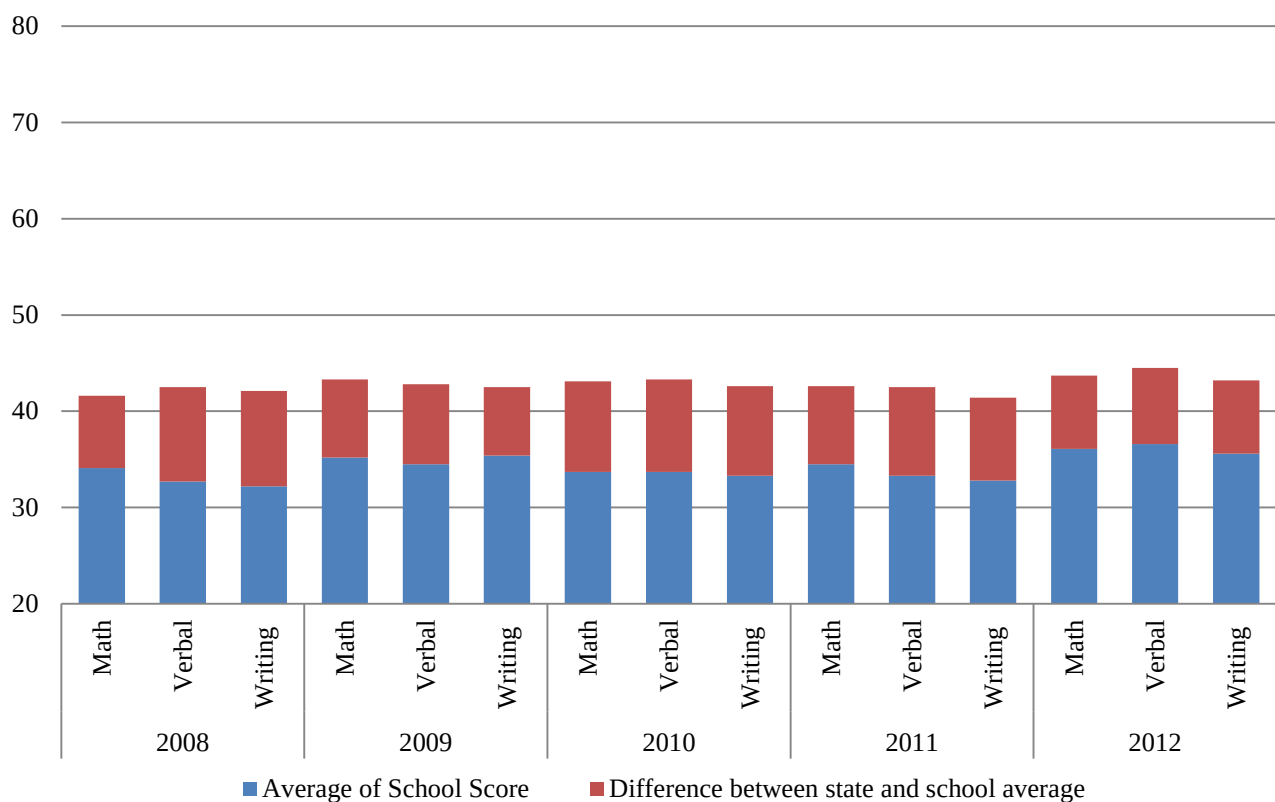
²⁰ See Appendix H.

²¹ See Appendix H.

IDEA PCS PSAT Performance

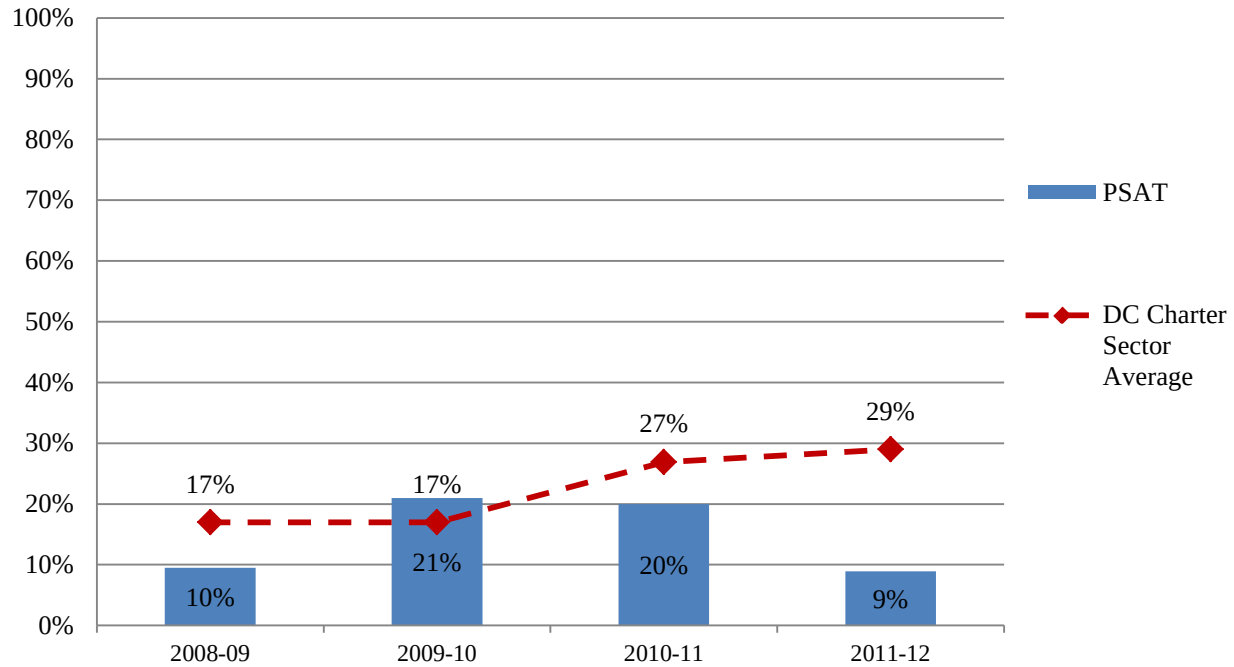
IDEA PCS average eleventh grade PSAT scores have been consistently below the District of Columbia average for the past five years.

IDEA PCS Eleventh Grade Average PSAT Scores



The below graph represents IDEA PCS's PSAT performance as calculated for the PMF. In each school year since 2009, except for school year 2010-11, less than 10% of IDEA PCS's eleventh grade students have scored 80 or higher on the PSAT. Even in school year 2010-2011 when the performance IDEA PCS's eleventh grade students spiked, the percentage of students scoring 80 or higher on the PSAT was 30 percentage points below the PCSB-set PMF target.

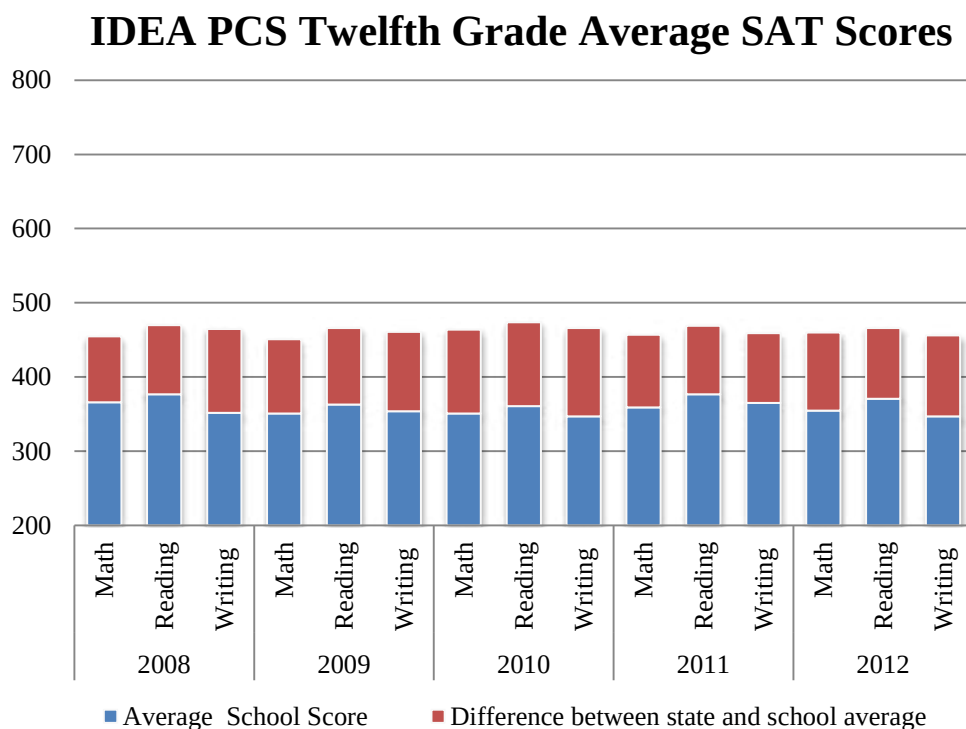
Percentage of Eleventh Grade Students with a Combined Score of 80 or higher on Reading and Math PSAT



Source: PCSB PMF (* = not validated)

IDEA PCS SAT Performance

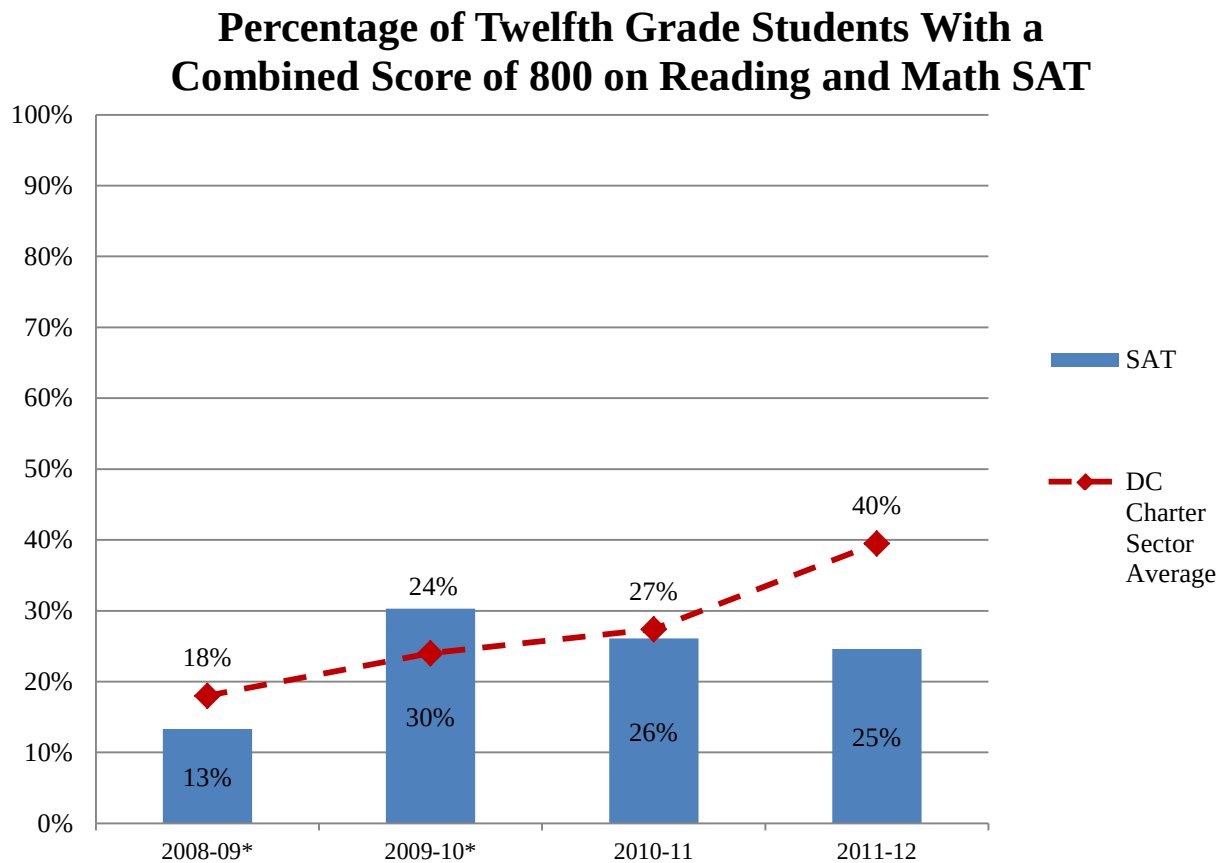
As with PSAT scores, IDEA PCS's average twelfth grade SAT scores have been consistently below the District of Columbia average for the last five years. Given the strong correlation between PSAT and SAT scores, IDEA PCS' SAT scores are consistent with its PSAT scores, discussed above.²²



Source: College Board

²² Proctor, Thomas P., Wyatt, Jeffrey, and Wiley, Andrew. (2010). *PSAT/NMSQT Indicators of College Readiness*, p. 3. Retrieved from <http://research.collegeboard.org/sites/default/files/publications/2012/7/researchreport-2010-4-psat-nmsqt-indicators-college-readiness.pdf>.

The below graph represents IDEA PCS's SAT performance as calculated for the PMF. The percentage of IDEA PCS seniors achieving a combined score of 800 on the reading and mathematics section of the SAT exam increased from 2008-09 to 2009-10, but has since decreased, in contrast to the DC charter sector's increasing rate.

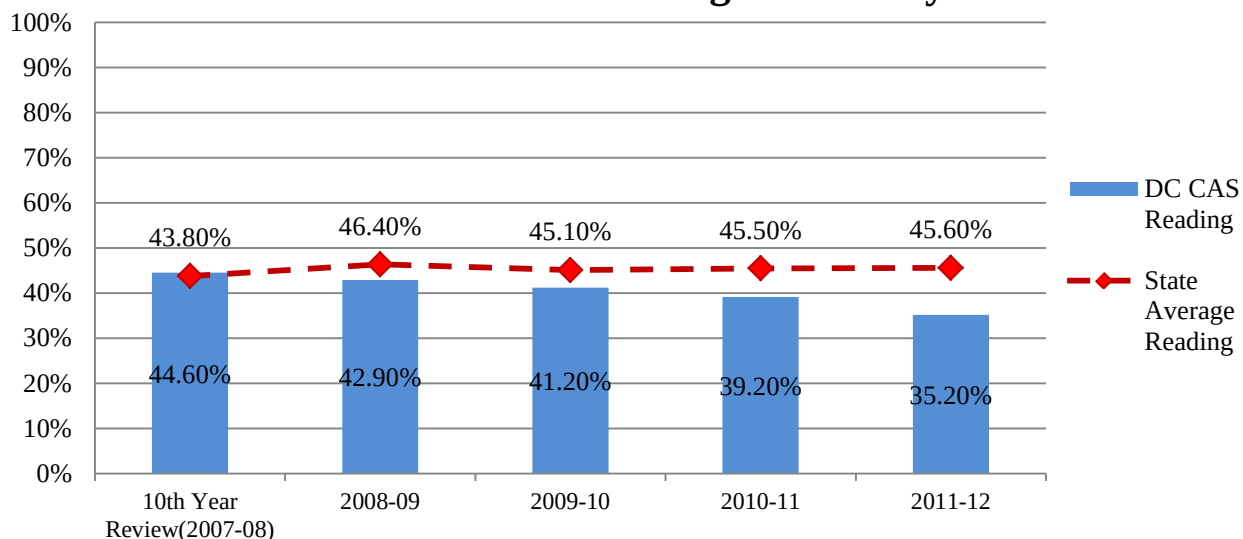


Source: PCSB PMF (* = not validated).

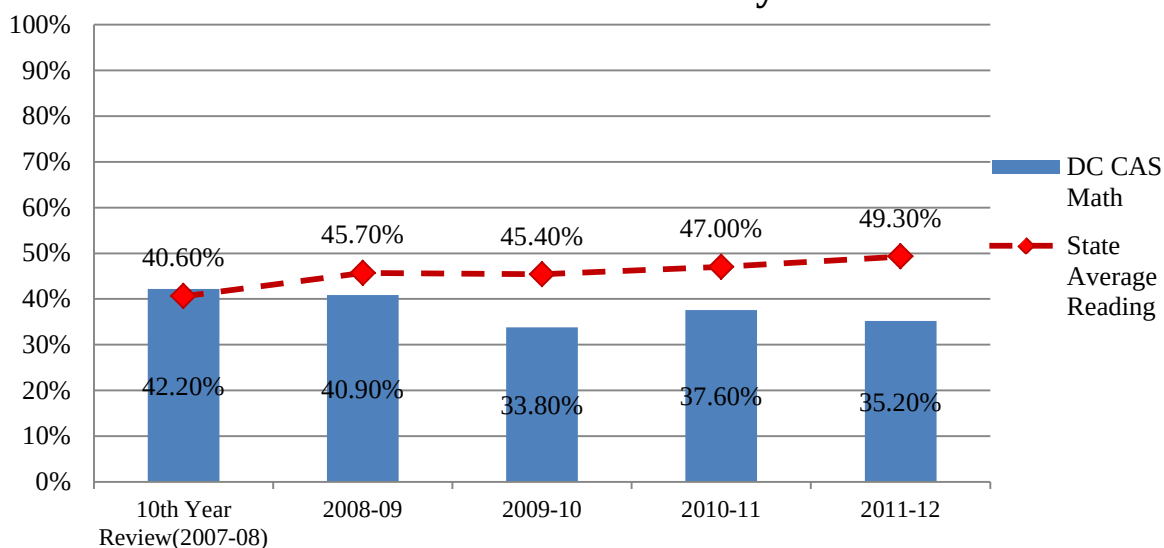
IDEA PCS DC-CAS Performance²³

As the two graphs below illustrate, IDEA PCS's performance on the DC-CAS reading and math sections has declined since its tenth year in operation. While its students' scores in both reading and math were slightly above the state average in its tenth year, reading proficiency rates have steadily declined each of the last five years, falling further below the state average, and math proficiency rates, while sporadic, have remained below the state average over the past five years..

IDEA PCS DC-CAS Reading Proficiency Rates



DC-CAS Math Proficiency Rates



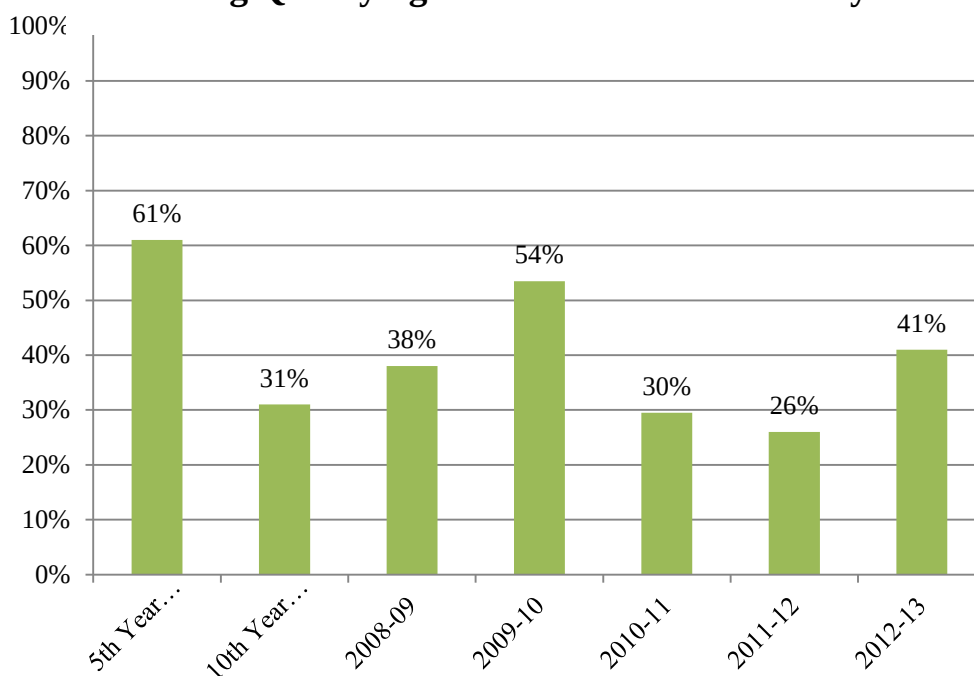
²³ See IDEA PCS DC-CAS Rates memorandum, attached to this document as Appendix L, to review the sources for this data.

IDEA PCS ASVAB Performance²⁴

IDEA PCS twelfth grade students may elect to take the Armed Services Vocational Aptitude Battery (“ASVAB”), which is a test administered by the United States military and used to determine whether a test-taker is qualified to enlist in various branches of the armed forces. In its renewal report, IDEA PCS submitted passage rates for this exam that “indicate[] the percentage of students who voluntarily elected to take the ASVAB and attained a qualifying score that enabled them to enlist in one of the armed services.”²⁵ IDEA PCS defines “qualifying” as obtaining a score of 31 or higher, which is the minimum score required to qualify for enlistment in the army.

Between IDEA PCS’s fifth and tenth year in operation, the percentage of students obtaining a qualifying score on this exam dropped by almost half. This rate increased during school years 2008-09 and 2009-10, then dropped in school years 2010-11 and 2011-12, never reaching the passage rate attained in its 5th year of operation. Under IDEA PCS’s new leadership team, this rate increased by 15% during the current school year from last school year.

Percentage of IDEA PCS Students Taking ASVAB and Obtaining Qualifying Score to Enlist in US Army



²⁴ Data for fifth year performance is sourced from IDEA’s Fifth Year Review, conducted by the DC Board of Education, attached to this document as Appendix M. Data for following years was submitted by IDEA PCS in its renewal application and has not been verified by PCSB.

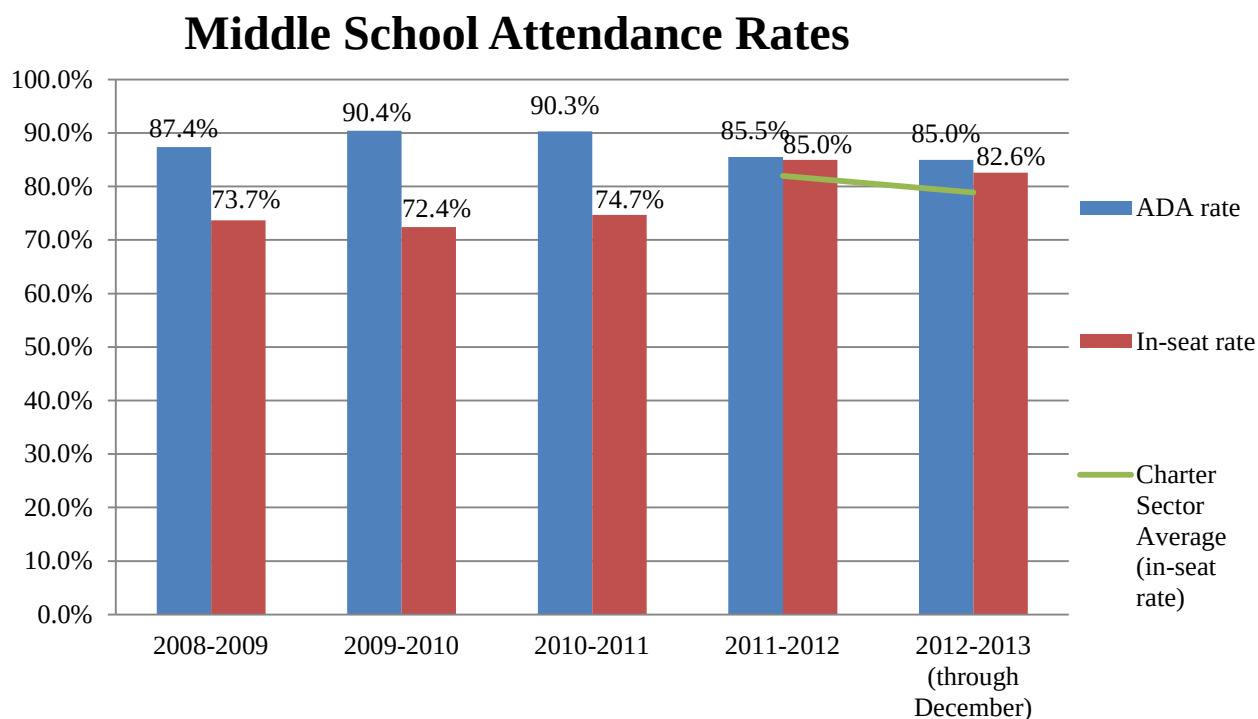
²⁵ See Appendix K.

5. **Create an environment that encourages attendance and reduces absenteeism.**²⁶²⁷

Assessment: **IDEA PCS has met this goal.**

In IDEA PCS' fifth-year review, the DC BOE found that the school was meeting its attendance rate, average daily goal "to a moderate extent."²⁸ Since 2008-09, the school's in-seat middle and high school attendance rate has improved since the school's tenth year in operation. Average daily attendance reflects the average number of students who are present, or have an excused absence. In-seat attendance only reflects the average number of students who are present (it does not include excused absences).

Significantly, for school year 2011-12, and for school year 2012-13 through December, the school's middle school in-seat attendance rate was higher than the charter sector average, and its in-seat high school attendance rate was approximately the same as the charter sector average. IDEA PCS's average daily middle school attendance rate has decreased since 2009-10, and its average daily high school attendance rate has decreased since 2010-11.

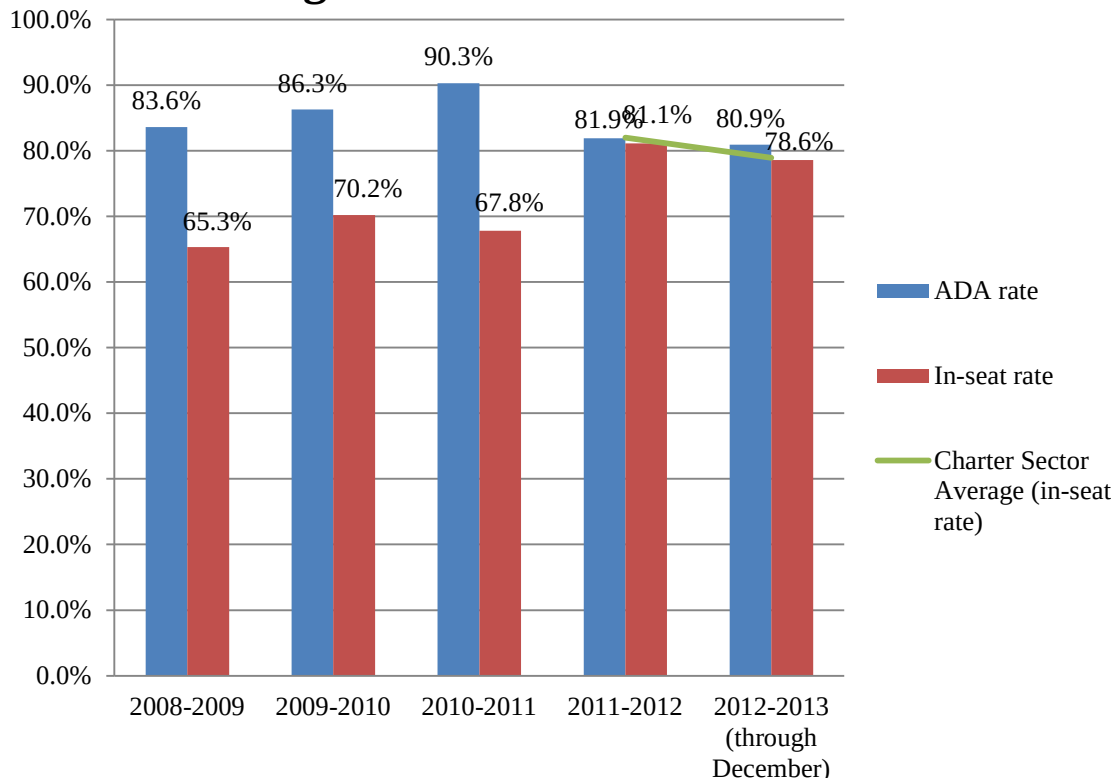


²⁶ See Appendix H.

²⁷ See IDEA PCS Attendance Rates memorandum, attached to this document as Appendix N, to review the sources for this data.

²⁸ See Appendix M.

High School Attendance Rates



6. Ensure all eligible seniors are afforded the opportunity to obtain financial aid.

IDEA PCS stopped formally pursuing this goal after its five-year review; its subsequently created accountability plans do not reference the goal. However, IDEA PCS detailed in its renewal application it supports twelfth grade students in “pursu[ing] meaningful post-secondary opportunities.”²⁹ For the past five years, a DC-College Access Program (“DC-CAP”) advisor has spent three days a week at IDEA PCS teaching students about higher education opportunities and financial aid and holding workshops to educate parents and teenagers about the college application process, as well as how to effectively pursue financial aid for college.

Additionally, IDEA PCS’s restructured leadership has created an Upper School Dean position to “guide the process of college applications and financial aid,” track all data relevant to the students’ college application process, and coordinate with the DC-CAP advisor.³⁰ IDEA PCS now offers a “College Prep and Writing Lab” class where students can receive targeted assistance regarding college applications and financial aid issues.

²⁹ See Appendix K.

³⁰ See Appendix K.

7. Improve student citizenship.

Assessment: **IDEA PCS has partially met this goal.**

In its charter application, IDEA PCS detailed a goal to “improve student citizenship.” It defined this goal as follows:

JROTC will focus on student discipline, citizenship and teamwork through repetitive team building exercises and performance tests. They will also be highly involved in community activities where civic issues and current events affecting the community are discussed.

In two subsequent Accountability Plans, this goal was revised to only focus on the school’s JROTC program, and not community service. In IDEA PCS’s 2008 Accountability Plan, the exact wording of this goal was:

IDEA high school students will complete a four year sequence of JROTC that will encompass instruction in leadership, teamwork, citizenship, health and physical fitness.³¹

While IDEA PCS set a target in its 2004 Accountability Plan that 100% of its students would participate in a four-year sequence JROTC program, it lowered this participation target to 25% of seniors in its 2008 Accountability Plan.³²

In its Restructuring Plan prepared last year, as part of the terms and conditions between the school and PCSB, IDEA PCS was required to analyze the “merits” of the school program in place and suggest “new systems where appropriate.” Its analysis, submitted as part of its May 15th Restructuring Report, indicated the JROTC program was not executed such that students participated in a progressive sequence of JROTC classes.³³ The Restructuring Report also indicated there were no policies in place regarding JROTC course outcomes and/or structure, and that JROTC instruction was inconsistent. It also noted that “no instruction in leadership or citizenship was evident.” It is unclear how long the JROTC program had operated under such conditions.

The Restructuring Plan also included recommendations for improving the JROTC program, including specifying whether JROTC was required to graduate, establishing course outcomes that included measurable objectives, adopting a research-based JROTC curriculum, training JROTC instructors in this curriculum, among others.

³¹ See Appendices G and H.

³² See Appendices G and H.

³³ See Appendix E.

In its renewal application, IDEA PCS describes how it has modified its JROTC program according to its Restructuring Plan. Participating in JROTC for two years is now a graduation requirement, and the school also offers an extended four-year JROTC program that students can elect to take.³⁴ The JROTC program also now allows students to follow a sequence of JROTC courses.

While IDEA PCS operated a JROTC program over the course of fifteen years, the Restructuring Team's assessment of this program, along with the school lowering its target for student JROTC participation from 100% to 25% in 2008 (although there is no indication on the record that IDEA PCS ever reported JROTC participation rates), suggests serious operational deficiencies in the JROTC program and supports a finding that IDEA PCS only partially met this goal over the course of its charter.

8. Integrate learning and work experience by focusing on experiential, hands-on work related experiences.

IDEA PCS stopped formally pursuing this goal after its five-year review; its subsequently-created Accountability Plans do not reference the goal. However, IDEA PCS did address in its renewal application how the school offers students work-related experience outside of its academic program, including how students designed and built a computer laboratory for a church in its community, as well as completed other technical projects in an effort to serve its community and get “hands-on work related experiences.” For six years, among other programming, IDEA PCS has executed an internship program through which students learn job skills and work in summer internships in community businesses, nonprofit organizations, and government agencies.

IDEA PCS notes that as part of restructuring, after reexamining its career program and consulting with its students, it has shifted its focus to IT courses. To this end, it has developed an IT course sequence for students so students can build upon their IT knowledge with each course, rather than taking many different technology electives that did not substantively align with each other. The restructured leadership team is also evaluating potential organizations with which to partner to further allow its students hands-on work-related experiences.

9. Incorporates youth development activities.

IDEA PCS stopped formally pursuing this goal after its five-year review; its subsequently created Accountability Plans do not reference the goal. However, in its renewal application, IDEA PCS did address how the school has incorporated youth development activities into its programming.³⁵ It describes its JROTC programming, field trips, and sports programming, as well as programs in partnership with other organizations. Under the restructured leadership, IDEA PCS continues to coordinate numerous athletic, art, music, and mentoring activities for its students.

³⁴ See Appendix K.

³⁵ See Appendix K.

10. Receive more than a high school diploma.

Assessment: **IDEA PCS has failed to meet this goal.**

In IDEA PCS's charter application, the school detailed examples of student achievement that would indicate this goal was fulfilled: "advanced standing in college, a resume of work experiences, contacts with employers and other credentials showing work experience."³⁶

In its 2004-09 Accountability Plan, the school revised this goal to the following: "Students who desire may take vocational educational courses during the 10th, 11th, and 12th grades to earn a District of Columbia Public Schools career shop certificate."³⁷ The goal was again revised in a 2008 Accountability Plan, in which the school further separated this goal into four separate sub-goals, each with its own target. These goals and targets are detailed in the chart below. There is no indication on the record that IDEA PCS reported whether it had met these targets.

Career and Technical Goals, 2008 Accountability Plan	Target Associated with Goal
Career and Technical Education (CTE) Introduction to Technology Course. Ninth graders will begin their four year program of CTE education by completing the Intro to Tech Course.	50% of ninth graders will pass the Introduction to Technology Course.
Career and Technical Education (CTE) specialized course of study. Tenth and Eleventh grade students will take a two year sequence of specialized technology instruction.	40% of 11th graders will complete two years of one of IDEA [PCS]' course/program offerings with a passing grade of C- or above.
Career and Technical Education (CTE) Internship program.	25% of seniors will complete an internship
Career and Technical Education (CTE). CTE Certificate.	25% of graduating seniors will receive a CTE certificate [Certificate requirements: (1) passing Intro to Tech Course; (2) Passing a specialized 2 year course of instruction; (3) successfully completing an internship.]

In the Restructuring Plan prepared last year, IDEA PCS' career and technology program did not possess necessary components needed to allow it to operate successfully as a career academy program, and that because of this, there had been "little student success in regards to completion of industry certifications."

Indeed, in 2010-11 and 2011-12, only two IDEA PCS students passed industry exams. Like the JROTC program, the school's career and technology program lacked course sequencing and did not align with the

³⁶ See Appendix F.

³⁷ See Appendix G.

students' core classes. In its renewal application, IDEA PCS could only identify "approximately 40 students earned certificates [in a technical field] and approximately six students earned Industry Certificates (A+) [in information technology fields]" over the school's 15-year history.³⁸ However, the accompanying chart detailing which "shop certificates" were issued during each school year indicates that 74+ students earned a "shop certificate" since 1999 (although for some years, the school has no data regarding whether any student earned a "shop certificate"). To give context to these numbers, approximately 30-40 students graduate from IDEA PCS each year.³⁹

IDEA PCS' restructured administration has scaled down the school's career and technology offerings. It currently requires all students to complete at least one technology course, and then allows students to elect to pursue a certification track in technology. IDEA PCS "anticipates an expansion of this career and technical field in the future."⁴⁰

Given the small number of students that have earned a certificate after studying in IDEA PCS' career and technology courses over the past 15 years, as well the programmatic deficiencies in this academic programming, PCSB finds that IDEA PCS did not meet the above goal.

³⁸ See Appendix K

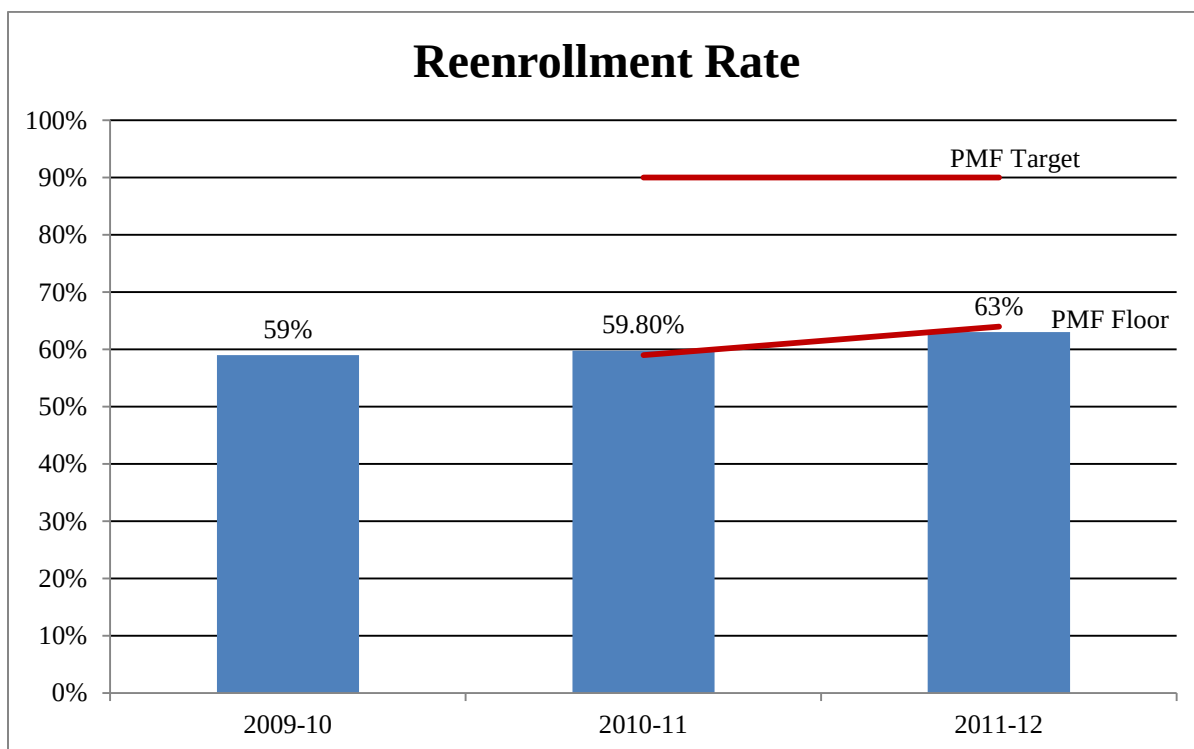
³⁹ Data sourced from PCSB Twelfth Grade Transcript Review Audit.

⁴⁰ See Appendix K.

11. IDEA students will reenroll at IDEA to complete the course of study.

Assessment: IDEA PCS has failed to meet this goal.

In its 2008 Accountability Plan, IDEA PCS included the above goal pertaining to student reenrollment.⁴¹ Reenrollment also has been measured as part of the Performance Management Framework. 59% of students that attended IDEA PCS in 2008-09 reenrolled for the 2009-10 school year. The reenrollment rate increased to 59.8% in 2010-11, and then to 63% in 2011-12.



⁴¹ See Appendix H.

COMPLIANCE WITH APPLICABLE LAWS

The SRA provides that PCSB shall not approve a charter renewal application if it determines that the school has committed a material violation of applicable laws.⁴² Several such laws are specifically referenced in the SRA, and PCSB has also monitored schools' compliance with additional laws. The following section identifies these laws and includes a determination of whether Imagine SE PCS has consistently complied with these laws over the past five years.

General Laws

In its 2012-13 Compliance Review, under the school's restructured leadership, IDEA PCS was found to be in full compliance with all general laws. In previous years, there were some incidents of incompliance with applicable laws, described below.

Health and Safety

The SRA requires schools to maintain the health and safety of all its students.⁴³ To ensure schools adhere with this clause, PCSB monitors schools for various health and safety indicators, among others, that schools have qualified staff members that can administer medications, that background checks have been conducted for all charter school employees and volunteers, and that schools have a "School Emergency Response Plan" in place and conduct emergency drills as required by the District of Columbia Fire Department.

While the school has remained largely in compliance in this area, in 2011-12, the school did not have background checks on file for all of its employees and volunteers.⁴⁴ The school cured this point of incompliance by its 2012-13 compliance review.

Discipline

PCSB reviews school discipline policies to ensure they afford students due process⁴⁵ and that parents and students are made aware of these due process safeguards. Over the past five years, IDEA PCS' discipline policies ensure due process, and it communicated these policies to its students and parents.

Enrollment and Attendance

The SRA requires schools to conduct a fair and open enrollment process that randomly selects applicants and does not discriminate against students. PCSB requires that schools announce a cutoff date for enrollment: IDEA PCS did not comply with this requirement in 2008-09.⁴⁶

⁴² SRA §38-1802.12(c)(2).

⁴³ SRA §38-1802.6(g).

⁴⁴ IDEA PCS Compliance Review (2011-12), attached to this document as Appendix O.

⁴⁵ As required by *Goss v. Lopez*, 419 US 565 (1975).

⁴⁶ IDEA PCS Compliance Review (2008-09), attached to this document as Appendix P.

Maintenance and Dissemination of Student Records

The Family Educational Rights and Privacy Act requires schools to properly maintain and disseminate student records.⁴⁷ In 2008, while student records were found to be stored in a locked area, the school did not have written policies and procedures in place to ensure student privacy.⁴⁸ Again in 2009, IDEA PCS did not have written privacy policies in place.⁴⁹

Title I of the Elementary and Secondary Education Act

Because IDEA SE PCS receives Title I funds, it is expected to adhere to a number of requirements under the ESEA, including hiring “Highly Qualified Teachers” and communicating certain information to parents about its participation in the NCLB program.⁵⁰ In 2007, IDEA PCS did not seek to establish a student transfer relationship with a qualified school, and three of its teachers were not Highly Qualified.⁵¹ In 2008-09 and 2009-10, the school was again out of compliance with NCLB; it did not have information on file regarding whether newly hired teachers were Highly Qualified, and parents were not notified of their right to request information on the qualifications of their child’s teacher.⁵²

Civil Rights Statutes and Regulations

Charter schools must comply with all applicable local and federal civil rights statutes.⁵³ There is no indication on the record that IDEA PCS has violated any such civil rights statutes.

Governance

The SRA requires that a school’s board of trustees have an odd number of members on it that does not exceed fifteen, of which the majority must be District of Columbia residents, and two must be parents.⁵⁴ The IDEA Board was out of compliance with this requirement in 2008; a majority of its members were not District of Columbia residents.⁵⁵ Under the restructured leadership, IDEA PCS has a board that is fully in compliance with the SRA.⁵⁶

⁴⁷ 20 USC §1232g.

⁴⁸ See Appendix P.

⁴⁹ PCSB 2009-10 Master Compliance Worksheet.

⁵⁰ 20 USC §6300, *et. seq.*

⁵¹ See IDEA PCS Compliance Review (October 24, 2007), attached to this document as Appendix Q.

⁵² See Appendix S.

⁵³ SRA §38-1802.02(11). This includes The Age Discrimination Act of 1985, the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, §504 of the Rehabilitation Act of 1973, part B of the Individuals with Disabilities Education Act, and the Americans with Disabilities Act of 1990.

⁵⁴ SRA §38-1802.5(a).

⁵⁵ See Appendix P.

⁵⁶ See IDEA PCS 2012-13 Board Roster, attached to this document as Appendix R.

Special Education Laws

Charter Schools are required to comply with Subchapter B of the Individuals with Disabilities Education Act⁵⁷ and Section 504 of the Rehabilitation Act of 1973.⁵⁸ In 2012, PCSB conducted a desktop audit of six special education indicators to assess IDEA PCS's compliance with these laws and the educational progress of its special education students.⁵⁹

Academic Performance of IDEA PCS Special Education Students

The SRA requires the PCSB to monitor the progress "of each [...] school in meeting student academic achievement expectations specified in the charter granted to such school."⁶⁰ As such, as part of the special education desktop audit, PCSB monitors the academic performance of students with disabilities.

Specifically, PCSB reviews: (1) the achievement gap on the DC-CAS between a school's general population and its students with disabilities; and (2) how the academic performance of a school's students with disabilities compares to statewide average DC-CAS scores of students with disabilities.

The DC-CAS proficiency rates of IDEA PCS students with disabilities have consistently fallen below the state average for students with disabilities, and these students' proficiency rates are significantly lower than those of their non-disabled peers at IDEA PCS.⁶¹

Compliance Review of IDEA PCS by the District of Columbia Office of State Superintendent

As part of the desktop audit, PCSB examined a special education Performance Determination prepared by the District of Columbia Office of the State Superintendent ("OSSE"), which indicates that in 2010, IDEA was 80% compliant with its special education requirements, with OSSE noting that the school "Need[ed] Assistance" in fulfilling all applicable federal and local special education regulations.⁶²

OSSE also conducted On-site Compliance Reviews at IDEA PCS. In the report detailing one of these reviews, OSSE noted that a disproportionate number of IDEA PCS' special education students had been suspended or expelled, that students identified to be evaluated for special education services were not always evaluated within the federal requirement of 60 days, and that IDEA PCS was not adequately providing coordinated postsecondary transition services to its students aged 16 and older.⁶³ Two years

⁵⁷ 20 USC §1413(a)(5).

⁵⁸ 20 USC §794.

⁵⁹ See IDEA PCS Desktop Audit, attached to this document as Appendix S.

⁶⁰ SRA §38-1802.11(a)(1)(C).

⁶¹ See Appendix S.

⁶² See 2010 OSSE report, attached to this document as Appendix T. OSSE uses the same determination levels as the United States Department of Education: (1) meets requirements; (2) needs assistance; (3) needs intervention; or (4) needs substantial intervention.

⁶³ Requirements for implementing secondary transition services can be found in OSSE's Enclosure E, attached to this document as Appendix U.

later, in 2012, OSSE again found IDEA PCS not to be adequately fulfilling secondary transition requirements.⁶⁴

Timeliness of Special Education Meetings

In 2012, IDEA PCS did not always hold meetings for its students with disabilities in a timely manner, as required by federal law and the Special Conditions imposed by the US Department Education on OSSE.⁶⁵ OSSE's 2012 Quarterly Findings issued by notes that IDEA PCS was found to be noncompliant for timely completion of these meetings.

Financial Laws

Procurement Contracts

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

In 2010 and 2011, IDEA PCS was out of compliance with this provision; it submitted Determinations and Findings forms for 19 of 69 (28%) \$25,000+ expenditures during this time. Under the restructured leadership, the school has submitted five Determinations and Findings forms.

Timely Audits

The SRA requires schools to submit to PCSB an annual financial audit conducted by an independent certified public accountant or accounting firm.⁶⁶ In IDEA PCS's most recent charter review, PCSB noted that the school had submitted all of its audits in a timely fashion.⁶⁷ The school has submitted all audits due since its transition to PCSB's oversight on time as well.

Submission of Information about Donors and Grantors

The SRA requires schools to submit to PCSB an annual list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500.⁶⁸ IDEA PCS has fulfilled this requirement consistently by reporting this information in its annual reports.

⁶⁴ OSSE Quarterly Finding Report (June 29, 2012), attached to this document as Appendix V.

⁶⁵ 20 USC §1414(a)(2); OSSE FFY 2012 IDE Part B Grant Award Special Conditions, attached to this document as Appendix U.

⁶⁶ SRA §38-1802.04(c)(11)(ix).

⁶⁷ See Appendix I.

⁶⁸ SRA §38-1802.04(c)(11)(xi).

FISCAL MANAGEMENT AND ECONOMIC VIABILITY

The SRA requires the Board to revoke a charter at any time if it determines that the school:

- Has engaged in a pattern of nonadherence to generally accepted accounting principles;
- Has engaged in a pattern of fiscal mismanagement; or
- Is no longer economically viable.

As part of the 15-year renewal process, PCSB has reviewed IDEA PCS's documentation supporting these areas. **Over the course of the last five years IDEA PCS has demonstrated adherence to generally accepted accounting principles, sound fiscal management, and economic viability.**

Adherence to Accounting Principles

The school has consistently adhered to generally accepted accounting principles, as established by the Financial Accounting Standards Board. In its last charter review, PCSB found that IDEA PCS "has been efficient in administering accounting policies which follow PCSB accounting guidelines." A review of IDEA PCS's financial audits for recent fiscal periods reveals the same adherence to such accounting principles.

Fiscal Management

IDEA PCS has not engaged in fiscal mismanagement. The school's audit reports reflect sound accounting and internal controls, and no instances of incompliance that are required to be reported per the U.S. Government Accountability Office's Auditing Standards. The school has consistently submitted all necessary financial documents to PCSB in a timely manner.

Economic Viability

A review of the school's fiscal record indicates IDEA PCS is economically viable.⁶⁹ One indicator of economic viability is a positive year-end annualized net income. IDEA PCS has concluded three of its last five fiscal periods with positive net income balances.

A high net asset reserve⁷⁰ is another indicator of economic viability. A net asset reserve equivalent to three to six months of operational expenditures is recommended. For the period ending June 30, 2012, IDEA PCS's net assets approached \$4.5MM and monthly expenditures were approximately \$700K per month, indicating that the school has approximately six months of operational expenditures in reserve.⁷¹

Fiscal Period	2008	2009	2010	2011	2012
Net Income	\$ 118,829	\$ (60,720)	\$ 678,229	\$ 26,288	\$ (97,967)
Cumulative Reserves	\$ 3,948,250	\$ 3,916,510	\$ 4,594,739	\$ 4,621,027	\$ 4,523,060

⁶⁹ See IDEA PCS activities and financial analysis sheet, attached to this document as Appendix W.

⁷⁰ Net asset reserves are reflective of a school's value in excess of its liabilities.

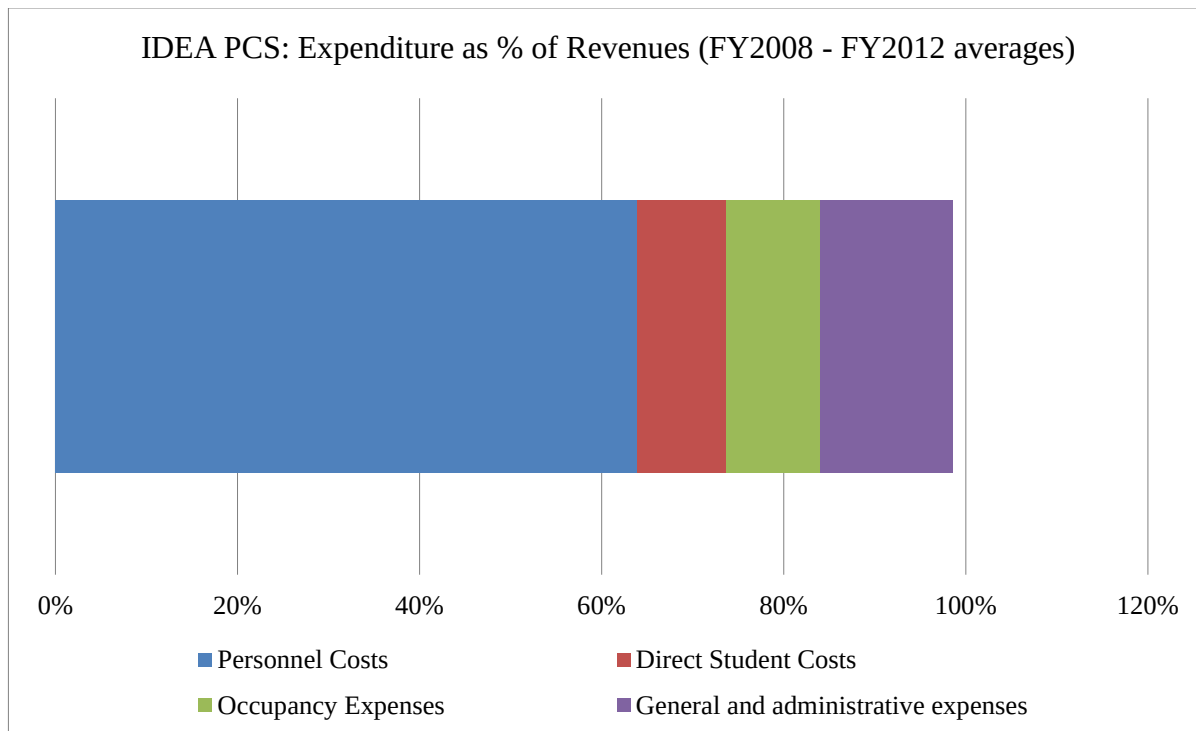
⁷¹ Fixed assets account for most of the school's net assets and would need to be liquidated to free up cash.

It should be noted that a significant portion (approximately 89.3%) of the school's total assets are fixed, indicating the school's reliance on debt to finance expansionary activities. High levels of fixed assets relative to current assets, coupled with minimal liquid assets, could lead to insolvency. However, IDEA PCS's cash levels have been sufficient during the majority of the school's lifecycle and are slated to increase steadily going forward.

Net working capital⁷² and a liquidity ratio greater than one points to a school's ability to satisfy immediate financial obligations. IDEA PCS has successfully managed its working capital needs and generated positive working capital balances at the conclusion of each fiscal period (see table below). The school has sufficient liquid assets as indicated by the FY 2012 liquidity ratio of 1.70. The school should continue to strive to increase its liquidity to ensure that short-term payables are effectively managed and cash levels are adequate enough to cover debt service payments.

Fiscal Period	2008	2009	2010	2011	2012
Net Working capital	\$ 1,665,248	\$ 1,794,650	\$ 2,369,924	\$ 523,041	\$ 589,708
Liquidity ratio	3.33	4.15	6.31	1.56	1.70

The chart below details IDEA PCS's expenditures as a percentage of revenues. The school makes spending decisions appropriate for managing education programs. Salaries and occupancy costs are in line with comparable industry amounts and PCSB financial metrics for general education charter schools.



⁷² Net working capital is an organization's total assets, less its total liabilities.

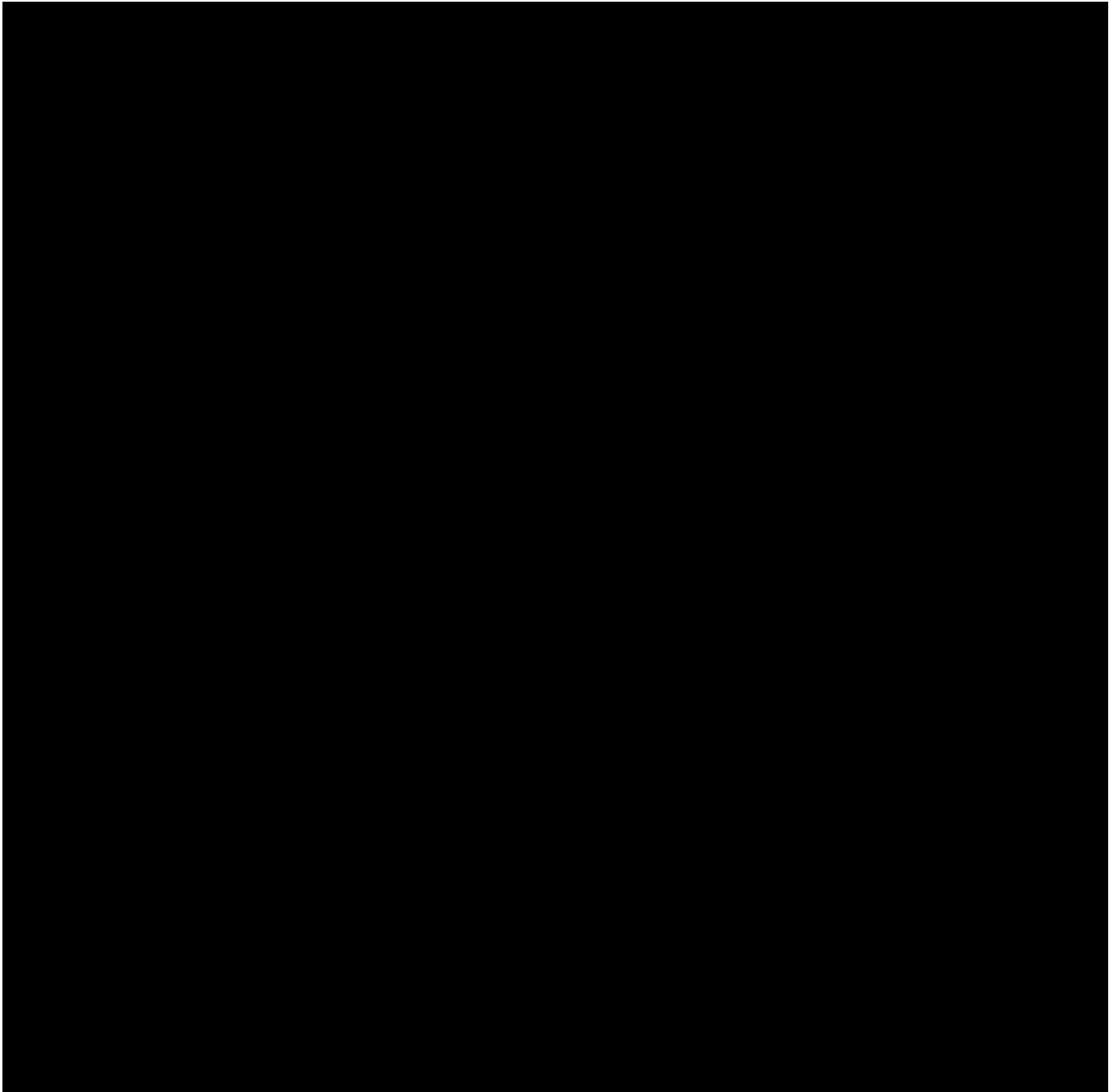
Appendix N



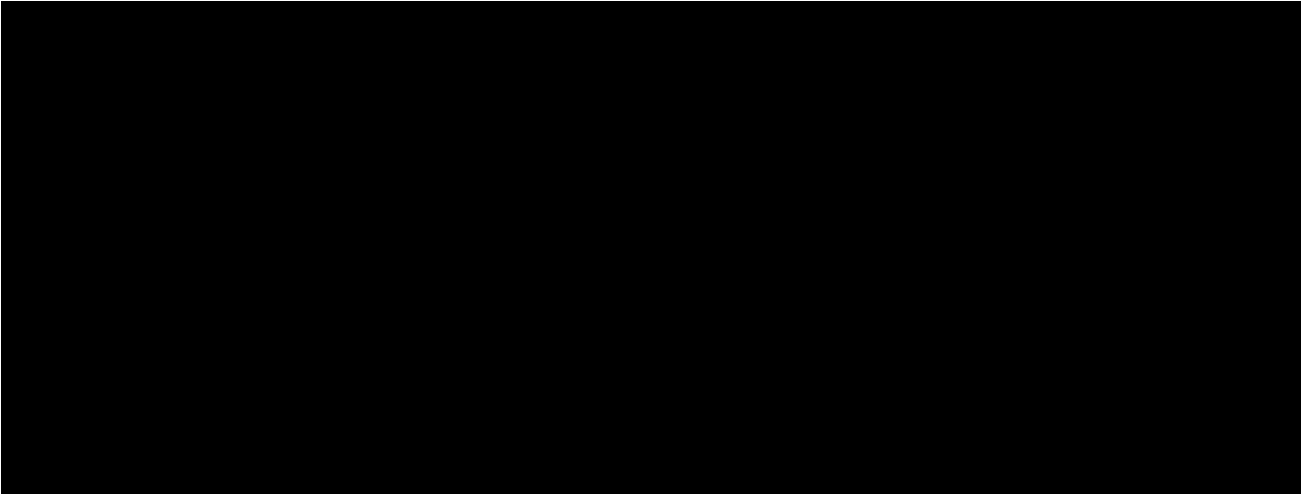
Integrated Design and Electronics Academy Public Charter School
1027 45th Street, NE
Washington, DC 20019
202.399.4750
202.399.4387 (Fax)



“Motivating Students to be Better Citizens”



PROMOTING ACADEMIC EXCELLENCE FOR OUR FUTURE LEADERS

NAMEPHONE NUMBERSADDRESS & E-MAILS

[REDACTED]	[REDACTED]	[REDACTED]

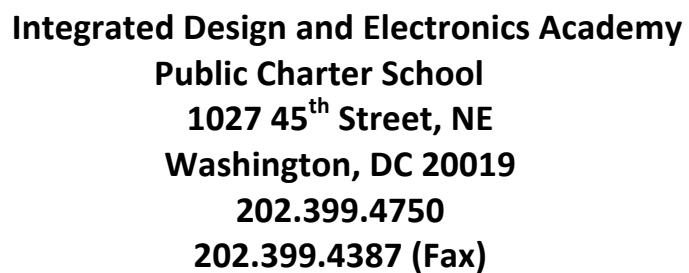
[REDACTED]	[REDACTED]	[REDACTED]

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[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]	[REDACTED]	[REDACTED]

***Ex-officio** means these individuals are NOT official voting members of the Board of Trustees but attend meetings as required by the IDEA PCS Board of Trustees. Ex-Officio members are NOT counted in the number of IDEA's official Board of Trustee members. This list will be updated and revised again when the Board of Trustees meets for its October 2010 meeting. **Note:**¹ Members added at the 16 September 2010 meeting.



(SENSITIVE – PUBLIC DOMAIN)

Revised: 26 July 2014

ADDRESS & E-MAILS

The diagram consists of two main vertical columns of rectangular blocks. The left column features a series of black rectangular blocks of various sizes, some containing smaller white rectangular blocks. The right column features white rectangular blocks, some of which are connected to the black blocks in the left column by vertical lines. The overall structure suggests a hierarchical or flowchart-like organization.

PROMOTING ACADEMIC EXCELLENCE FOR OUR FUTURE LEADERS

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED] the individual is NOT an official voting member of the Board of Trustees but attends meetings as required by the IDEA PCS Board.

Appendix O

IDEA PUBLIC CHARTER SCHOOL TRUSTEES BOARD RETREAT MINUTES FOR JULY 26, 2014

CALL TO ORDER – Mr. David Owens, as Chairman of the Board, officially called the meeting to order at 9:20 a.m.

The following Board members were present: David Owens, Joanne Fort (serving as Recording Secretary), Garrett Rush, Keith Stephenson, Calvin Snowden, Ed Dunson, and Brenda Liddell in person. Dave Johnson participated by phone. It was determined that a quorum was present. Also attending the meeting: John Goldman, Justin Rydstrom, Joe Green and Christopher Cronin.

1. The agenda was previewed and the Chairman delivered opening remarks.
2. The Board reviewed the draft minutes from the May 22, 2014 and June 26, 2014 meetings. Mr. Snowden moved to approve the May 22, 2014 minutes, which motion was seconded by Mr. Stephenson and unanimously approved by the Board. Mr. Snowden moved to approve the June 26, 2014 minutes, which motion was seconded by Mr. Dunson and unanimously approved by the Board.
3. The agenda was revised to include discussion of attendance and DC CAS results.
4. The revised Board Policy Manual was discussed. Upon motion by Ms. Fort, which motion was seconded by Mr. Snowden, the revised Board Policy Manual was unanimously approved by the Board.
5. Chairman Owens led the Board in a detailed discussion of the three year agreement entered into with the PCSB, the conditions imposed on the school in such agreement, and the status of the School's compliance with the conditions at the end of each of the first two years. Discussion also included a prospective look at the third and final year, and following the conclusion of the agreement's term. School, Board, School Leader and Board Committee goals from the prior year were examined, and additional discussion of new goals was deferred to later in the meeting.
6. Finance Committee: Mr. Rush discussed the financial report and the fiscal year-end results as the fiscal year concluded in the interim following the last monthly Board meeting. Ending cash on hand exceeded projections, revenues exceeded budget and expenses were below budget, which resulted in a lower actual net loss than projected. The five year budget was presented and discussed in detail.
7. Two candidates for Board membership, Ms. Lakeshia Highsmith and Ms. Angel Riley, joined the meeting. Each provided background on their interest in joining the Board and their respective qualifications, answered questions from the Board and asked their own questions of the Board. After in-depth discussion, both candidates left the meeting. Following discussion of the candidates and their qualifications, their ideas for the School and responses to questions posed by the Board, Mr. Snowden moved for the approval of each of Ms. Highsmith and Ms. Riley for membership on the Board, which motion was seconded by Mr. Dunson and unanimously approved by the Board.

8. Mr. Goldman and Mr. Rydstrom led a discussion of student enrollment and recruitment efforts. Currently, 181 students have enrolled and it was expected that the enrollment goal of 215 would be reached.
9. Following the discussion of enrollment, Mr. Goldman and Mr. Rydstrom facilitated a discussion of DC CAS results and preliminary PMF results and the expectation that the School would receive a PMF score of approximately 55. This projected score was then discussed in the context of the minimum scores required pursuant to the agreement with the PCSB, and given the amount by which the School was expected to exceed the required minimum scores, the idea of approaching the PCSB about IDEA Charter renewal was discussed. The Board discussed the specific DC CAS results and highlighted the progress made in the area of math proficiency, which had seen a 30 point increase, which represented a gain of more than 75% over the prior year.
10. Mr. Rydstrom and Mr. Goldman noted that they would like to continue to focus on student SAT scores, and proposed a few options for recognizing the faculty for the remarkable test results that had been achieved for a second straight academic year.
11. The Board further discussed student retention and recruitment strategy, and an update on current efforts on both fronts, what approaches had been successful and other potential avenues for increasing retention and enrollment.
12. Mr. Green then presented to the Board his strategic development plan for fundraising. Mr. Green outlined his plan to prepare leave-behind materials and present to the Board within 45 days. The Board reviewed the presentation handouts and discussion ensued regarding sources and potential sources of fundraising. Mr. Green indicated his goal was to add 10 new sources of grants/donations to the list each month. The Board and Mr. Green discussed a format for a new monthly dashboard of development efforts and Mr. Green agreed to work on a new format to present at the next monthly Board meeting.
13. The Board then held an in-depth discussion of the strategic vision for the School.
14. Chairman Owens gave concluding remarks recognizing the talent, creativity and dedication of the Board, the challenges that lay ahead, and the excitement of addressing them in the coming years.
15. The meeting was adjourned at approximately 2:30 p.m.

Appendix P

IDEA PUBLIC CHARTER SCHOOL TRUSTEES BOARD MEETING MINUTES FOR AUGUST 21, 2014

CALL TO ORDER – Mr. David Owens, as Chairman of the Board, officially called the meeting to order at 6:10 p.m.

The following Board members were present: David Owens, Lakesha Smith, and Susie Dixon. Kelly Nakamoto, Ed Dunson, Keith Stephenson, Joanne Fort and Calvin Snowden participated by phone. It was determined that a quorum was present. Also attending the meeting: John Goldman, Joe Green and Nicole Seward (serving as Recording Secretary).

1. The agenda was reviewed. Minutes from the July Board retreat are forthcoming. The retreat was conducted in lieu of a regular July Board meeting.
2. Mr. Owens opened the meeting up with the following comments:
 - a. The Board recognized the IDEA faculty for the remarkable DC CAS test results that had been achieved for a second straight by sponsoring a treat to the Nationals game this evening.
 - b. Deferring closed session tonight; will schedule a call next Tuesday or Wednesday to discuss personnel matters.
 - c. IDEA has four goals this year:
 1. Increase enrollment - Target 215 students
 2. Improve finances, get \$8 million wellness center debt down
 3. Meet and exceed PMF targets set by PCSB
 4. Work to get IDEA Charter restored
 - d. New board member introduced, Ms. Lakesha Highsmith. Baltimore native who is Director, Human Resource Compliance for Marriott. Ms. Highsmith is pleased to be on the Board, and looks forward to providing value on personnel- related issues at IDEA.
3. Mr. Goldman gave his Executive Directors report:
 - a. Enrollment is currently at 226 (original goal was 215). Right now this enrollment increase equates to 130K.
 - b. Plan to cap enrollment at 240 for adequate student/teacher ratio.
 - c. Real Estate: Conveyed feedback to COO of Appletree. They would like to see a 5-year sublease with 5-year amortization. Mr. Goldman suggests a 10-year

amortization to realize revenue faster. A follow-up discussion will be held to achieve a more reasonable amortization period.

- d. Met with BB&T, our attorney and the banks attorney. Discretely asked about a possible debt purchase. Bank may be willing to take 50 cent on the dollar for debt purchase.
 - e. Bank agreed to extend forbearance one more year through September/October 2015.
 - f. Current debt with BB&T is \$9.5 million.
 - g. Recent appraisal is \$18 million which will be sent to Mr. Goldman shortly.
 - h. To get out of debt IDEA has the following options:
 - 1. Grow enrollment
 - 2. Sublease space
 - 3. Renegotiate with bank
 - i. School's goal is to get forbearance agreement extended for one more year and to restructure debt.
 - j. IDEA also hopes to get additional funds through aggressive fundraising efforts and grants under Mr. Green's leadership with support from the Board and assistance from new board member Ms. Angel Riley, who has fundraising expertise.
 - k. No finance report for July due to year-end close out. July and August financials will be available at September meeting.
 - l. New leadership: Mr. Mark Sturdivant, Vice Principal of Culture. He comes from Cesar Chavez. He serves as Ms. Bacchus #2; confident he will do well.
 - m. This years PMF goal is 44; we are optimistic that we will meet and exceed that goal.
 - n. Board would like to get clarity on Science data for DC CAS.
4. Mr. Green gave Development report:
- a. July 1-August 19, three grants have been written, pending, approved and/or received.
 - b. Board would like Mr. Green to keep a running spreadsheet of all grants applied for, pending, received and/or approved.

5. Old Business:

- a. Once we get our PMF score for 2013-2014 SY, Mr. Owens would like to frame a request to the Charter Board to get out of 2014-2015 requirements.
- b. In September, IDEA will have a Qualitative Site Review (QSR)
- c. Boards near term governance-related issues are as follows:
 - 1. Create a Code of Conduct
 - 2. Maintain familiarity with Policy and Procedure Manual which was approved at the July retreat.
 - 3. Continue to answer the question, what does IDEA stand for?

The meeting was adjourned at 7:25 pm.

Appendix Q



IDEA Public Charter School

RTTT: **YES** NO

(circle/bold one)

This assurance letter confirms that IDEA Public Charter School has evaluated its principal(s) according to the Principal Evaluation system, submitted to the DC Public Charter School Board in Spring 2013, pursuant to requirements of the 2012 ESEA Waiver for Title I schools.

Board Chair/Executive Director Name and Signature: John Goldm

Principal Evaluation System

Reflection

As you consider this pilot year of implementation (or year one of implementation for RTTT schools) of your Principal Evaluation System, please answer the following questions.

1. Key Takeaways

What have you learned in this year's implementation of the **principal evaluation system**?

The Principal evaluation system gives the Principal another motive for exploring new boundaries and it also provides a good opportunity for candid conversations about the school's potential. Over the last 2 years IDEA has experienced significant growth in student achievement and without a doubt the principal evaluation system has contributed to that.

2. Revisions

What improvements or changes would you make to the principal evaluation system?

None - the current system accomplishes its intended purpose.

3. Next Steps

What are your next steps for supporting low performing principals?

We do not expect to have any low performing principals whatsoever in the future. Since 2012, we've employed not only a Principal but also Vice Principal so that the latter could be properly trained to succeed the former. Unfortunately, our situation is too acute to retain low performing employees, especially at the Principal level.



For Race to the Top Schools, please answer these additional questions:

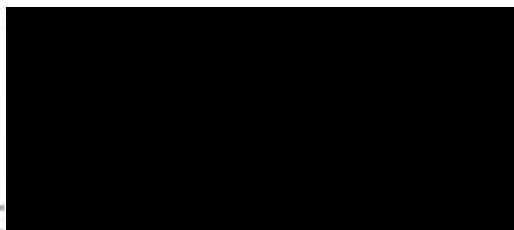
1. Given the training that your LEA conducted for school leaders and evaluators, did you feel that they were well-prepared for the evaluation cycle? If not, how will you improve your training of school leaders and other evaluators in the evaluation cycle for next year?

Yes, we are confident that our leaders are well prepared for the evaluation cycle.

2. Have any changes to the evaluation system come as a result of principal (or other school leader) input? *Yes, this year the Executive Director has put in place an arrangement that allows the Principal to work much closer with the HR Director to ensure that teachers receive quantifiable evaluations. The evaluation categories have also been updated to place more emphasis on the use of technology and student involvement.*

Will you change your process at all for including stakeholder input in the review of the evaluation system?

IDEA is willing to make any practical changes that will enhance us as a school.



¹ This should be signed by the person who completes the principal(s) evaluation(s).

Appendix R

IDEA

Public Charter School

Student Handbook

2011-2012

13

This agenda belongs to:

NAME

CLASS

TEACHER

HOME

PHONE



PLEASE NOTE: This handbook is copyrighted by IDEA Public Charter School. It is not to be reproduced or distributed without the written permission of IDEA Public Charter School.

Notice to ALL:

This is a ‘*Living Document*’, and as such, changes *WILL* be made throughout the school year that will impact the student, student and the school. As those changes occur, inserts will be provided to all concerned.

Questions regarding this manual should be directed to the Dean of Students,

**dean@ideapcs.org,
or by calling 202.399.4750 x212.**

**1SG Stanley R. Conyer
Dean of Students**

INSTRUCTIONS TO PARENTS/GUARDIANS

Please PRINT the **IDEA** Public Charter School (**IDEA** PCS) student's name, sign on the signature line(s) provided and fill in the date. Remove this page and, additionally, to signify your acceptance of the Academy's Rules and Regulations, please date, sign and return page 53, No Later Than September 7, 2011.

Student

Parent / Guardian

Date

STUDENT IDENTIFICATION BADGES

Student badges are issued at the beginning of the school year and **MUST BE PROPERLY DISPLAYED AT ALL TIMES.**(Around the neck in holder provided) The first ID card is provided free of charge; all subsequent cards will incur a fee of \$15.00. The ID's are essential for admission, lunch, field trips, etc. Students who fail to display their ID's will not be permitted to enter the building, receive food services, attend outside school activities or be able to participate in afterschool mentoring programs.

ELECTRONIC DEVICE(s)

ALL ELECTRONIC DEVICES ARE **BANNED** AT ~~IDEA~~ IDEA PUBLIC CHARTER SCHOOL. THERE ARE NO EXCEPTIONS. ANY STUDENT THAT IS CAUGHT WITH AN ELECTRONIC DEVICE WILL BE IMMEDIATELY SUBJECTED TO PUNISHMENT IN ACCORDANCE WITH ~~IDEA~~ POLICY, CLASS III OFFENSE, #3.32.

DETENTION POLICY

When Students commit a minor infraction of school rules Monday through Wednesday, they are required to perform **DETENTION on FRIDAY of THAT** week, from 1:00pm to 4:00pm.

When Students commit an infraction of school rules Thursday and Friday, they are required to perform **DETENTION on SATURDAY**, from 09:00am to 1:00pm.

Students **CANNOT** arrive **LATE** for DETENTION. Friday Detention **LATE ARRIVALS** will be automatically assigned to Saturday Detention the next day, and the following Friday. (A Dean will notify the parent/guardian of the change) Saturday Late Arrivals will be automatically assigned to the following Friday and Saturday Detention. Students who do **NOT** perform their assigned detention will be **SUSPENDED** for **THREE (3) days**. **ALL** Detention is performed in **UNIFORM** (Black and White), unless otherwise directed by the SAI.

MORNING PARADE

At the beginning of each school day, the flag will be raised by Flag Detail. After the flag is raised, Morning Parade begins. The Morning Parade provides a designated time for students to listen to the National Anthem, and recite the Pledge of Allegiance and the Student Creed. It is also a time for students to receive information pertaining to school activities.



Public Charter School

Uniform and Homework Policies

Homework

Homework is assigned to each student on a regular basis. (Monday-Thursday). Homework reinforces concepts taught in class. *Please be mindful that the purpose of homework is to reinforce skills, not to introduce new concepts to students.* The amount of homework assigned to the student is contingent upon age and grade level. As a general rule, it should not take students an excess of 1 ½ hours to complete all homework assignments.

Uniforms

IDEA Public Charter School Military Academy is a **MANDATORY UNIFORM SCHOOL**. At IDEA, all students are required to wear the proper uniform **EVERYDAY and ALL DAY. STUDENTS MUST COME TO SCHOOL PROPERLY ATTIRED.** STUDENTS ARE NOT PERMITTED TO LEAVE ARTICLES OF CLOTHING, OR THEIR ID CARDS IN THEIR LOCKERS OVERNIGHT! STUDENTS WILL BE ALLOWED TO ENTER THE BUILDING TO RETRIEVE A UNIFORM ITEM TO ASSIST THEM IN BEING PROPERLY DRESSED.

The proper wear of the school uniform is pants that are properly hemmed, shirt tucked inside the pants, proper belt worn, ID worn properly and visibly around the neck, black or white socks (no combination), and shoes properly tied. Uniform infractions are considered to be *Improper Wearing of the Uniform* and will result in disciplinary action. Our goal is for all of our students to come to school properly attired and *“Dressed For Success”!* ***Unless the principal approves changes or modifications,*** the proper dress for students Monday - Friday is: Plain Tan DICKIES or KHAKI pants (i.e., NO Cargo, Capri, Jeans, SKINNY LEG PANTS, etc.) with white or burgundy shirt purchased from our authorized dealer, and proper school logos; **SOLID BLACK SHOES.** (see DRESS CODE, pg. 48)

When the military uniform is authorized, it must be worn properly. (JA Drill Team and Color Guard). Tucking the pants inside boots or shoes is NOT permitted. Additionally, (other than the authorized Military Boot) BOOTS are NOT permitted.

Uniform changes can ONLY be made in writing, by the PRINCIPAL.

**IDEA****PUBLIC CHARTER SCHOOL****2011 – 2012**

June 2011

Dear Parents & Students,

Welcome to IDEA Public Charter School and a tradition of academic and vocational education that “Makes Young Americans Better Citizens.” The philosophy of our academy, for the past thirteen years, has been to help our students successfully and confidently assume their place in tomorrow’s society. Our Mission is to develop students with these skills: **Academic – Leadership – Social – Occupational (ALSO)** in order for them to compete successfully in post-secondary education/training and to enter the technical career fields of work. This year we are transforming our school into a nationally recognized National Academy Foundation (NAF). This transformation will provide additional hands on training to ensure our students are academically engaged. We are also looking forward to the completion of our Health and Wellness Center (HWC),

which will include a walking/running track, health suite, classrooms and state of the art gymnasium with associated health and physical education equipment.

It is our fervent desire each student quickly acclimate himself or herself to our family and that his/her time here is productive and happy.

To accomplish these goals and desires requires that all of us – students, parents, and educators – work together in a spirit of cooperation and harmony. The areas of responsibility for us as students, parents and educators must be clearly defined and understood. Only then can we work together to recognize and acknowledge our mutual goals. The STUDENT HANDBOOK outlines these responsibilities with the desire and hope that all of us will work together to make IDEA a secure and successful learning environment and to “Make our Young Americans Better Citizens.”

Much success is wished for you during this School Year!

Sincerely,

*Norman N. Johnson*Colonel (R)
Director



June 2011

Dear Students,

Every teacher, staff and administrator at **IDEA** Public Charter School welcomes you to the 2011-2012 academy year.

This is a “NEW” year at IDEA because the instructional focus will be theme based and project based. Students will still be required to learn about Citizenship, English, JROTC, Math, Science, Social Studies and Technology. Students will take your “classroom” into the community through projects that involve building computer labs and cyber workspace in churches, other schools and businesses throughout the Washington Metropolitan area.

We hope you will consider the new school year as a fresh start

and a new beginning. However, something will never change. Remember your responsibility to come to school daily, come to school on time, come properly dressed in your school uniform and focused on the learning.

We are glad that you have chosen IDEA Public Charter School as your school of choice. We are fully committed to helping you become a well-rounded individual. You will receive a quality education, technology training and develop the character and leadership skills to become a solid citizen.

Get the **IDEA!**



Principal



June 2011

Dear Students and Parents:

We have seen numerous changes over the years, though none quite compare to this year with the addition of a new Health and Wellness Center that is beyond compare. Our new addition will provide students with a facility that will enable them to improve both mind and body, and prepare them to be the ‘Future of The United States of America’.

In order to ensure complete cooperation between the academy and the student and their family, parents/guardians are required to sign for acknowledgement and acceptance of this handbook. The information in this document is important; please read it **CAREFULLY**. Your signature will acknowledge receipt, review, understanding and willingness to be governed by the academy’s policies, procedures and programs

as outlined in this **STUDENT Handbook**. We presume that you and your student agree to support our policies the moment he/she enters school the **FIRST** to **LAST** day.

Questions concerning our policies and procedures should be addressed to me.

Sincerely,

Stanley R. Conyer

First Sergeant, Retired
Dean of Students



PUBLIC CHARTER SCHOOL

1027 45th Street, NE
WASHINGTON, DC 20019-0382

202.399.4750 Main Number
202.399.4387 Fax Number

Email: commandant@ideapcs.org
Web Site: www.ideapcs.org

Col. (R) Norman N. Johnson
Director

Mrs. Charlotte Blount-Lewis
Principal

Major (R) Terrence Lewis
Senior Army Instructor
1SG (R) Stanley R. Conyer
Dean Of Students

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PERIOD	START TIME	END TIME
1	8:00	9:10
2	9:15	10:25
3	10:30	11:40
4 (9 th Grade Lunch)	11:45	12:10
4 (9 th Grade Class)	12:15	1:30
4 (JA Class)	11:45	12:15
4 (JA Lunch)	12:20	12:45
4 (JA Class)	12:50	1:30
4 (HS Class)	11:45	1:00
4(HS Lunch)	1:05	1:30
5	1:35	2:45
6	2:50	4:00

FRIDAY BELL SCHEDULE**Junior Academy
FRIDAY BELL SCHEDULE**

Period	TIME
1 ST	8:00 – 8:35
2 ND	8:40 – 9:15
3 RD	9:20 – 9:55
4 TH	10:00 – 10:35
5 TH	10:40 – 11:15
6 TH	11:20 – 11:55
	LUNCH

**9th Grade
FRIDAY BELL SCHEDULE**

Period	TIME
1 ST	8:00 – 8:35
2 ND	8:40 – 9:15
3 RD	9:20 – 9:55
5 TH	10:00 – 10:35
4 TH	10:40 – 11:15
4 TH	11:20 – 11:55
6 TH	12:00 – 12:35
	LUNCH
	CLASS

**High School
FRIDAY BELL SCHEDULE**

Period	TIME
1 ST	8:00 – 8:35
2 ND	8:40 – 9:15
3 RD	9:20 – 9:55
4 TH	10:00 – 10:35
5 TH	10:40 – 11:15
6 TH	11:20 – 11:55
	12:00 – 12:35
	LUNCH

Monday and Wednesday are A Days**Tuesday and Thursday are B Days****Fridays are alternating A and B Days**

INTRODUCTION

It is the belief of IDEA Public Charter School that effective, quality instruction requires orderly procedures and discipline. The intent of this handbook, as well as the enforcement of its rules, is to ensure that instruction shall occur in an environment that is conducive to learning in a safe, friendly and business-like atmosphere in which students and academy personnel work cooperatively toward mutually recognized and accepted goals. Furthermore, acting in the best interest of this community, the policy of IDEA Public Charter School is to require the principals, faculties, staffs, students, parents and guardians to adhere to and to comply with this Board of Education-approved

Handbook.

Junior Academy Creed

I am a Junior Academy Achiever. I will always conduct myself to bring credit to my family, community, and school.

I am loyal and trustworthy. I am the future of the United States of America.

I do not lie, cheat, or steal, and will always be accountable for my actions.

I will work hard to produce excellence in all that I do. I will seek the opportunity at all times to display a high standard of character.

May I be granted the strength to live by this creed.

Student Code Of Conduct

As students progress in IDEA Public Charter School, it is reasonable to assume that an increase in age and maturity, students' will assume greater responsibility for their actions. Although it is true that differences in age and

maturity require different types of disciplinary action, the **expectation** of student behavior identified in this handbook will apply to all students. Recognizing these differences, disciplinary action shall be standardized to assist parents and guardians, administrators, faculty members and students in maintaining an environment that is conducive to teaching and learning.

The contents of this handbook will:

- describe roles of the home, student, academy and academy personnel.
- describe student rights and responsibilities.
- define student discipline in the context of the Board of Education's philosophy.
- identify formal disciplinary actions.
- identify classifications of violations and describe procedures for disciplinary actions.
- standardize procedures for administering formal disciplinary actions.
- conform to the mandates provided in the Individuals with Disabilities Education Act.

PREREQUISITES TO ATTEND IDEA

IDEA Public Charter School is a Secondary School for students and students in Grade 7 through Grade 8. IDEA was chartered in December 1997 and opened for classes in August 1998. Every student is provided a Fair and Appropriate Public Education (FAPE). Every student is provided academic preparation that leads to college entrance, leadership skills through a mandatory JROTC program (grades 9-12), school to career skills through vocational courses (Information Technology and Electrical House Wiring, CAD and Engineering), cooperative learning through internships, and citizenship through community service. In addition, the academy is an institution that emphasizes scholarship, citizenship, leadership and character development; athletic and extra-curricular participation. **We are neither a boot**

camp, reform school, nor a juvenile detention center.

We acknowledge that some children may lack an appreciation for education or structure or participation; however, and this is extremely important; young people who enroll at our Academy must be willing to try, must care about themselves and others, and must care about their future. Therefore, one of the prerequisites for attending IDEA is that the student wants to be here, be willing to try, and be willing to care. Finally, in order for your child to be able to attend IDEA, acceptance and conformity to our policies is REQUIRED from the parent/guardian and student.

MISSION

To develop students with these skills: Academic, Leadership, Social, and Occupational, in order to compete successfully in post-secondary education/training and to enter careers in the technical career fields.

- Academic preparation achieved through highly qualified, dedicated teachers.
- Leadership preparation achieved through JROTC motivating students to become better citizens while improving their leadership skills.
- Social preparation achieved through Character Development Program.
- Occupational preparation achieved through Career and Technical Education.

VISION STATEMENT

The vision of IDEA Public Charter School is to create a community of life-long learners where teaching is provided and learning is facilitated to help students develop the needed academic, socio-emotional and work-readiness skills to attend college or enter into a career in the engineering design or information technology fields. IDEA PCS aims to implement an educational

program that cultivates students' interests in the fields of science and math by offering a standards-based program that prepares students to enter college or careers in highly competitive industries.

EQUAL EDUCATION OPPORTUNITY STATEMENT

It is the policy of IDEA Public Charter School that no student will be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of sex, race, religion, belief, national origin, ethnic group or disability.

DUE PROCESS

The policy of IDEA Public Charter School is to adhere to and observe the essential elements of due process when carrying out the procedures contained within the **Student Handbook**. A responsibility of the principal will be to familiarize staffs with the due process procedures and provide each staff member with a copy of his/her handbook.

This handbook has been published with the following concepts in mind:

1. Academy rules must be clearly stated and related to the educational purposes of the academy.
2. Academy rules must be fair and specific enough for students to know what they may or may not do.
3. Students, parents and guardians must be informed of the rules affecting behavior and discipline.
4. When serious disciplinary action is involved, academy personnel and students must comply with required procedures.

The consensus of IDEA Public Charter School is that the regulations in this handbook deal with a matter of legitimate interest with the intent of

protecting the health, safety and welfare of students and ensuring the efficient operation of the academy.

ROLES OF THE PARENTS, STUDENTS, ACADEMY AND ACADEMY PERSONNEL

In order for effective teaching and learning to take place in our academy there must be a cooperative relationship among students, parents, guardians and educators. To foster this relationship:

Parents and Guardians should:

- keep in regular communication with academy authorities concerning their child's progress and conduct.

- ensure that their child is in daily attendance and promptly report and explain an absence or tardiness to academy officials.

- provide their child with the resources needed to complete class work.

- assist their child in being healthy, neat and clean.

- bring to the attention of academy authorities any problem or condition which affects their child or other children.

- discuss report cards and work assignments with their child.

- maintain up-to-date home, work and emergency telephone numbers at the academy, including doctor, hospital preferences and an emergency health care form.

- attend scheduled parent-teacher conferences.

- promptly report any change of address.

- report directly to the front office when visiting the academy.

Students will:

- attend all classes daily and be punctual in attendance.

- come to class with appropriate classroom materials.

- be respectful to all individuals and of all property.

- refrain from profane or inflammatory statements.

- conduct themselves in a safe and responsible manner.

- be clean, neat and appropriately dressed.

- be responsible for their own work.

- respect the classroom and academy.

- show a positive, cooperative attitude toward academy personnel, policies and procedures.

- promptly report **any** change of address.

IDEA will:

- encourage the use of good guidance counseling procedures.

- maintain an atmosphere conducive to good behavior.

- exhibit an attitude of respect for students.

- plan a flexible curriculum to meet the needs of all students.

- promote effective discipline based upon fair and impartial treatment of all students.

- welcome and encourage participation by parents and guardians in academy affairs.

- encourage the academy staff, parents, guardians and students to use the services of community agencies.

- encourage parents and guardians to keep in regular communication with the academy.

- seek to involve students in the development of policies.

-endeavor to involve the entire community in order to improve the quality of life within the community.

Academy Personnel will:

- be regular in attendance and punctual.
- be prepared to perform their duties with appropriate materials and lesson plans.
- be respectful to all individuals and of all property.
- refrain from profane or inflammatory statements.
- conduct themselves in a safe and responsible manner.
- be clean, neat and appropriately dressed.
- abide by the rules and regulations set forth by the academy.
- seek changes in an orderly and recognized manner.
- participate in continuous improvement of professional knowledge and skills.
- develop a positive, cooperative attitude toward parents and guardians, students, co-workers and the total academy program.
- strive to use a variety of informal disciplinary and guidance methods, prior to, during and after formal disciplinary action including:
- refer students to guidance personnel for group/individual counseling with counselors, peer counseling, psychological evaluations and other services deemed appropriate.
- provide conference and/or contacts among administrators, parents, guardians, teachers and students.
- refer students to special education or appropriate agencies for special problems.

JURISDICTION OF IDEA PUBLIC CHARTER SCHOOL

IDEA Public Charter School students are subject to the rules and regulations of the District of Columbia Board of Education during the academy day, while in attendance at academy-related activities, and while being transported to and from academy or academy-related activities in academy vehicles or in public or private vehicles which are being utilized at the time for purposes of transporting students to and from academy or academy-related activities. In addition, students may be disciplined in those instances where conduct at other times and places is deemed to have direct and immediate impact or effect on the health, safety, discipline or general welfare of the academy community. Use or possession of controlled substances, weapons or contraband at any time or place is presumed by the Board of Education to have a direct and immediate impact or effect on the health, safety, discipline or general welfare of the academy community.

Any student who violates Board policy concerning drugs, alcohol, weapons, physical harm to a person, or threatens physical harm to a person will be suspended from the academy and may not be readmitted to the academy until (1) any criminal charges or offenses arising from the conduct, if any, have been disposed of by appropriate authorities and (2) the student has satisfied all other requirements imposed by the Board of Education as a condition for readmission.

As a condition to readmission, the Board of Education may prescribe such conditions as it may deem appropriate to ensure the safety or security of students and employees and such conditions may include, but are not limited to, psychiatric and psychological evaluation and counseling.

A parent, guardian, custodian or person, including a foster parent, responsible for the care or control of a minor child enrolled in IDEA Public Charter School shall be responsible

financially for such child's destructive acts against academy property or persons, and may be requested to appear at the academy by an appropriate academy official for a conference regarding the acts of the child and, if summoned by proper notification by an appropriate academy official, shall be required to attend such discipline conference.

PROTECTING STUDENT PRIVACY

Protecting student privacy is a high priority at IDEA Public Charter School. Federal and state laws provide persons with a reasonable expectation of privacy in addition to freedom from unreasonable search and seizure of property. Such guarantees are not unlimited and must be balanced to protect the health, safety and welfare of all students. Student rights are to maintain privacy of personal possessions unless appropriate academy personnel have a reasonable cause to believe a student possesses objects or material which is prohibited by law or IDEA Policy. Students have a right to attend school in an educational environment in which personal property is respected.

Student information is protected by state and Federal privacy laws. Confidential data about an individual will not be accessible to the public. Only data about student groups will be publically reported. Systems measures that will be used to protect privacy rights include: firewalls or hardware and software to control access to secured networks. Logons and passwords or unique identification codes are assigned to authorized school personnel. The school board authorizes staff access to student data on a need-to-know basis. Each student is assigned a unique student identification number. Electronic information collected includes student names, ID number, gender, race/ethnicity, birth date, and one or more parent names. Only authorized district and school personnel will have access to student numbers with student names and other identifying information for the purpose of

registering students and monitoring performance, etc.

DIRECTORY INFORMATION

IDEA Public Charter School maintains a student directory. In accordance with the Family Educational Rights and Privacy Act of 1974, IDEA has declared the following as directory information:

Full name of student

Current enrollment status of student.

If any parent of a student enrolled in school wishes to have this information withdrawn from directory information, he/she must notify the director in writing ten days after the beginning of school.

ATTENDANCE

Philosophical Basis:

Academy administrators are required under state law to enforce compulsory academy attendance laws. Regular attendance by students facilitates the development of the skills and knowledge necessary to function in a modern democratic society.

Students Rights are:

To be informed of IDEA Public Charter School policies and individual academy rules regarding absenteeism and tardiness.

To appeal a decision pertaining to an absence.

To make up class work within a specified length of time when there is an excused absence.

IDEA PUBLIC CHARTER SCHOOL ATTENDANCE REQUIREMENTS

School attendance is required for all students who reach 5 years of age before September 30 of the current school year. Students must attend school daily until they satisfy high school graduation requirements or reach their 18th birthday. Students who reside in the District of Columbia must be enrolled in a public, private, parochial, or home school each year during the period that schools are in session. The District of Columbia has adopted an enhanced truancy policy for the District of Columbia public and charter schools. This policy focuses on all grades.

When a student returns to school after an absence, a note verifying the date(s) of the absence and the reason must be sent with the student and turned into the front office. Notes must be submitted no later than 3 days after the student returns to school. Students with medical absences of 5 or more days must provide a doctor's statement when they return.

A written note from the parent or a doctor will enable the school's attendance officer to change the student's absence from "unexcused" to "excused."

VALID REASONS FOR EXCUSED ABSENCE

- Death in the student's immediate family
- Illness (doctor's note will be required for 5 or more days)
- Medical appointments (note from parent)
- Observance of a religious holiday

- Necessity for student to attend a judicial proceeding as a defendant, plaintiff, witness or juror
- Absences **approved in advance by the principal** upon written request of a parent/guardian.

INVALID REASONS FOR UNEXCUSED ABSENCE

When a student is absent from school without a valid reason, with or without parental approval, these absences are considered unexcused and the student is truant.

Examples of unexcused absences include:

- Babysitting
- Cutting classes
- Doing errands
- Hair appointments
- Job hunting
- Oversleeping
- Shopping

A student is considered present for the day when the student attends 3 class periods for the day. IDEA Public Charter School uses the **Alert Now** telephone system to automatically notify parents every evening of the day that a student was absent from school, absent from a class or tardy getting to school or tardy getting to class.

IDEA will make **home visits** when students do not come to school for 5 days without an excuse. When attendance becomes an issue, parents will be required to participate in a conference with the school to discuss why the student has not been in school. IDEA will **re-instate students** in school on a case by case basis after parents provide the school with evidence that extenuating circumstances prevented a child

from coming to school. IDEA will refer all students to **truancy court** when students accumulate 15 days of unexcused absences each advisory. Parents will be subject to charges of **educational neglect** if their child does not come to school. IDEA will not sign housing or SSI forms when a student is not in good standing with attendance.

A *Grade Level* Assistant Dean is assigned to grade 7 and 8 to ensure that students comply with all school policies to include attendance, on time attendance, uniform, cell phone and code of conduct. The Grade Level Assistant Dean will reward students with incentive awards for perfect attendance, on-time attendance and for complying with school policies.

MORNING PARADE

The Morning Parade will be conducted throughout the school in each classroom during the first 15 minutes of the first period. The Morning Parade provides a designated time for students to recite the Pledge of Allegiance, and the Junior Academy Creed, and for students to become better acquainted with various school routines.

Any student who arrives to school 15 minutes late (08:15) will report to tardy hall until the end of the first period. Late arriving students will be required to sign in for the day and complete an assignment during tardy hall. The tardy hall attendance and assignment will be given to the student's regular 1st period teacher for tracking purposes. The late arriving student also will be required to complete and turn in any class work that was missed during the regular 1st period class. The attendance policy includes a point system for excused, unexcused and tardy attendance that will negatively affect student

grades and result in an administrative failure when 10 absences and tardy situations occur within a grading period.

Point System

- ❖ .5 points for tardy absences
- ❖ 1 point for excused absences and suspensions
- ❖ 2 points for unexcused absences and trancies

CHECK-INS AND CHECK-OUTS

IDEA's doors close at 08:15 for student arrival. Any student who arrives after 08:15 must, at the door, present a note from the parent or guardian. If the student has no note, he or she will not be permitted entrance into the academy. If a note is presented, after verification by the Discipline Department, the student will be admitted to school and permitted to go to the Tardy Hall. Students who have a valid need to leave school before the dismissal bell shall be checked out at the Front Office. Such student must be signed out by the parent or guardian, or must have made prior arrangements with the Front Office. Telephone calls shall not be accepted for purposes of releasing of a student.

The Front Office has the responsibility of making decisions relating to check-outs. Such decision shall be made in the best interest of the student when emergencies or unusual circumstances arise.

Make-Up Work

If a student is absent for any excused reason, the student shall make arrangements with the teacher the day he/she returns to academy to make up missed work. In making arrangements for make-up work, the teacher should consider

the type of illness, the length of time absent, and the amount of make-up work due in all classes.

Long term assignments such as research papers, special projects, etc. are due on or before the due date even if the student is absent on the date the assignment is due. In unusual cases, extenuating circumstances will be given consideration.

Reporting Absences

The student's report card will list the number of absences from each class for a particular grading period. The figure includes absences from class for all reasons except academy-related functions. For example, absences from academy for illness, legal matters or other reasons are shown. Absences shown here may be either excused or unexcused. Should you have questions, please call the academy at your earliest convenience.

Absences for academy-related purposes will not be shown. Examples of academy related absences could include drill team trips, field trips, academic competitions and other similar functions. Absences for academy-related activities will not appear on the student's cumulative record.

Students out of class for attendance in an alternative setting will be counted as present. Examples of alternative placements could include In-School Suspension(ISS).

DISTRICT OF COLUMBIA'S COMPULSORY ATTENDANCE LAW – SEE TITLE V

Section I

“Every child between the ages of 5 and 18 shall be required to attend a public academy, private academy, church academy or be instructed by a competent private tutor for the entire length of the academic term in every scholastic year.”

Section II

Requires that any parent/guardian who enrolls a student in school be responsible for the Student's regular attendance and proper conduct.

Section III

Provides that a parent may be fined \$500.00 and receive up to one year of hard labor if convicted of parental neglect; contributing to the delinquency of a minor; or if the child is found to be a child IN NEED OF SUPERVISION. They may also be required to pay restitution to the Board of Education.

TRUANCY POLICY

I. Scope

It is the responsibility of IDEA Public Charter School to report allegations of abuse or neglect (including educational neglect) to the CFSA Hotline at (202) 671-SAFE, i.e. (202) 671- 7233. A child is considered ***truant*** if they are absent from school without an excuse. An **unexcused absence** means an absence for which the school may receive a legitimate excuse from a parent, but the excuse has not yet been received. The unexcused absence may become excused if a legitimate excuse is received. If no legitimate excuse is received, the absence results in truant behavior.

a. After a child who is under the age of twelve (12), has ten (10) unexcused absences (not including tardiness) within an advisory period, the Principal or attendance monitor/ designee will contact the Hotline to report allegations of educational neglect. Students over the age of thirteen (13) shall be referred by IDEA Public Charter School Military to the Court Social Services Division of the Superior Court of the District of Columbia and the Office of the Attorney General (OAG) Juvenile Section no later than two (2) school days after the accrual of

twenty five (25) or more unexcused absences at any time within one (1) school year.

Before allegations of educational neglect are called in; the following interventions will be carried out by IDEA PCSMA:

- After a child has one (1) unexcused absence, IDEA PCSMA will attempt to contact the parent through either a phone call, Alert Now or a card/letter within 24 hours or the next business day of the unexcused absence.
 - After a child has three (3) unexcused absences, IDEA PCSMA will conduct an absence investigation. The investigation must include attempts to contact the parents or guardians through a phone call as well as first class mail, outlining the attendance requirements and sanctions of the compulsory school attendance law. A student with three (3) or more consecutive days of absences is required to submit a doctor's note. Excuses for absences and tardies must be presented to the Front Office no later than 48 hours after the student's return to school.
 - After a child has five (5) unexcused absences, the student is automatically referred to the Early Intervention Team (EIT) for the development of an Attendance Intervention Plan . At this time, the parent or guardian is requested to attend a truancy conference. The Attendance Plan will be documented by EIT and they will detail the interventions which have taken place or are scheduled/planned to take place.
- IDEA PCSMA will document its attempts to convene the truancy conference and continue to engage the parents/guardian.
- If these actions do not eliminate or reduce truancy and the student has five (5) or more unexcused absences in a **month**, IDEA may report your child to the Office of the Attorney General Public Safety Division Juvenile Section or District of Columbia Court Social Services.
 - After a child has ten (10) unexcused absences within a school year, the school will instruct the case manager to make a home visit and alert the parent/guardian that after fourteen (14) unexcused absences the student/parent will be referred the CFSA Hotline. The Case Manager will also hand carry a letter from the school outlining parent/guardian responsibility under the Compulsory School Attendance law.
 - After a child has Fourteen (14) unexcused absences within a school year, the school will initiate a call to the CFSA Hotline to report allegations of educational neglect. When a report is made, IDEA PCSMA must demonstrate its efforts to ensure that the parent had knowledge that the child has been absent from school without an excuse and has violated the compulsory school attendance law. (Note: IDEA should not notify parents when a CFSA referral has been made for abuse or neglect - including educational neglect, as it may

compromise the course of the investigation.)

- After a child has Fifteen (15) or more unexcused absences during the school year, the parent will be referred to the truancy court. Once a truancy petition is filed in juvenile court, the court may schedule a fact-finding hearing on the truancy petition. If the facts support the petition by a preponderance of evidence, the Court shall assume jurisdiction and order the student to return to school. The Court may order the parents to pay a fine or perform community service at the school.
- If the student continues to skip school, IDEA PCSMA is required to report to the court the additional unexcused absences. The Court may schedule and hold a contempt hearing to determine if the student violated the court order.

b. In the course of all CFSA investigations, whether referred by IDEA PCSMA or elsewhere, a child's school attendance will be investigated. CFSA will review attendance records as a standard investigative function.

II. Purpose.

The truancy policy for IDEA PCSMA addresses the problems of truancy and patterns of absenteeism and tardiness. The policy is intended to accomplish the following actions:

Facilitate the process for referring children to the Child and Family Services Agency (CFSA) concerning allegations of educational neglect.

Clarify early dismissals and half-day schedules by reinforcing that students shall remain in

school until the official close of the school day at 4:00 pm on Monday through Thursday and 12:30 pm on Friday unless such dismissal is related to a lawful reason for absence.

Clarify that students must present written excuses for absences and tardiness to the Front office no later than 48 hours after the student returns to school.

Clarify that the Front Office will run a consecutive absence report every Friday on students who missed 3 consecutive days for the week. The Front Office also will mail attendance letters to parents/guardians of the student explaining the truancy policy and grading policy.

Establish that five (5) unexcused absences will be the basis for referring students to the Student Support Teams (SST) for academic, attendance, behavior, truancy issues.

Establish that a combination of 30 or more unexcused absences and suspensions will cause students not to be promoted.

Establish that certain unexcused absences shall be referred to the Early Intervention Team = Student Support Team (CST), the Child and Family Services Agency, Office of the Attorney general or DC Superior Court for suspected educational neglect.

IDEA must exhaust all interventions with the parent and student before allegations of neglect are reported. The interventions will include the following:

- Phone call
 - Refer to in-school resource
- Card/Letter
 - Refer to community organization
- Certified Letter
 - Home Visit
- In-person Conference
 - Referral to CFSA

Attendance Intervention Plan
Early Intervention Team Meeting (EIT)
EIT Briefing to School Administration

Revised N2J/April 2010

Appeal Process (Student, Parent /Guardian)

The EIT will conduct an appeal board to allow the parent, guardian, or student to appeal any attendance violation decisions made by the IDEA PCSMA. The parent, guardian, or student must provide compelling written evidence or otherwise to convince the EIT from recommending a drop from the school's enrollment rolls. This must take place in the next EIT meeting following identification of the tenth (10th) unexcused absence as well as the fourteenth (14) unexcused absence. The school Director or Deputy Director must be present at this meeting to approve the final decision. (See Early Intervention Team Policy)

When referring cases to CSS or CFSA, IDEA PCSMA must produce evidence that attempts have been made to the parents to bring the child to school and for the child to come to school. This evidence should be sent in a package to CSS/CFSA and should include and not limited to:

- *Documentation of the types of interventions the school has made to include contact and dates.
- *Copy of parental notification of unexcused absences (letter), correspondences to/from/with parent/guardian
- *Documentation of truancy conference, if applicable
- *A letter on school letterhead to CSS/CFSA stating the truancy referral
- *Student enrollment form
- *DC Residency Verification form
- *Evidence of student absences (student attendance)
- *Current IEP (if applicable)
- *Copies of previous report cards

CBL/August 2009
JM/April 2010

Attachment A – Truancy Referral Form



Attachment A

District of Columbia Superior Court
Truancy Referral Form

Date: ____/____/____

Date: ____/____/____

1. School Name: _____

2. School Address: _____

3. Attendance Counselor Name: _____

Attendance Counselor Phone: _____ Email: _____

Student Information

4. Student Name: _____ Grade: ____ Date of Birth: _____

5. Is the student a special education student? ☐ Yes ☐ No (if yes, attach IEP)6. Is there a social worker or case manager assigned to this student? (i.e. CFSA, school social worker, neighborhood collaborative, DMH or other agency) ☐ Yes ☐ No ☐ Unknown

a. Name _____ Agency: _____ Phone: _____

7. Does the student have a probation officer? ☐ Yes ☐ No ☐ Unknown8. Student has been truant from school for ____ days between ____/____/____ and ____/____/____.
Student has been absent an additional ____ days excused and ____ days due to suspensions. *Note: Student must have missed a minimum of 15 days without a valid excuse to be considered for petitioning.*

9. Which interventions has the school attempted with the parent/guardian?

- ☐ Phone call
☐ Letter
☐ Certified letter
☐ In-person conference
☐ Attendance intervention plan
☐ SST or Attendance Committee meeting
☐ Referral to in-school resource (i.e. counselor)
☐ Referral to community organization
☐ Home visit
☐ Referral to CFSA

For **all** interventions checked, please attach documentation. Where not checked, please explain:

10. Social History (include any information about the student's personal history, family composition, and other important information not captured elsewhere in this referral):

11. Attendance History (include any information regarding student's history of attendance and known reasons for absence. List school, year, and number of unexcused absences as available):

Family Information

12. Mother/Legal Guardian Name: _____ SSN: _____
 Address: _____
 Phone: _____ Date of Birth: _____ Lives with student: Y / N
 Employer: _____ Occupation: _____
 Work Address: _____ Work Phone: _____

13. Father/Legal Guardian Name: _____ SSN: _____
 Address: _____
 Phone: _____ Date of Birth: _____ Lives with student: Y / N
 Employer: _____ Occupation: _____
 Work Address: _____ Work Phone: _____

14. If not living with mother/father/legal guardian, living with:
 Name: _____ Relationship to student: _____
 Address: _____ Phone: _____
 Employer: _____ Occupation: _____
 Work Address: _____ Work Phone: _____

15. Siblings:

Name	DOB	School	Grade	School ID

16. School Name: _____

17. School Address: _____

18. Attendance Counselor Name: _____

Attendance Counselor Phone: _____ Email: _____

Student Information

19. Student Name: _____ Grade: _____ Date of Birth: _____

20. Is the student a special education student? ☐ Yes ☐ No (if yes, attach IEP)

21. Is there a social worker or case manager assigned to this student? (i.e. CFSA, school social worker, neighborhood collaborative, DMH or other agency) ☐ Yes ☐ No ☐ Unknown

a. Name _____ Agency: _____ Phone: _____

22. Does the student have a probation officer? ☐ Yes ☐ No ☐ Unknown

23. Student has been truant from school for _____ days between ____/____/____ and ____/____/____. Student has been absent an additional _____ days excused and _____ days due to suspensions. *Note: Student must have missed a minimum of 15 days without a valid excuse to be considered for petitioning.*

24. Which interventions has the school attempted with the parent/guardian?

- ☐ Phone call
- ☐ Letter
- ☐ Certified letter
- ☐ In-person conference
- ☐ Attendance intervention plan
- ☐ SST or Attendance Committee meeting
- ☐ Referral to in-school resource (i.e. counselor)
- ☐ Referral to community organization
- ☐ Home visit
- ☐ Referral to CFSA

For **all** interventions checked, please attach documentation. Where not checked, please explain:

25. Social History (include any information about the student's personal history, family composition, and other important information not captured elsewhere in this referral):

26. Attendance History (include any information regarding student's history of attendance and known reasons for absence. List school, year, and number of unexcused absences as available):

Family Information

27. Mother/Legal Guardian Name: _____ SSN: _____

Address: _____

Phone: _____ Date of Birth: _____ Lives with student: Y / N

Employer: _____ Occupation: _____

Work Address: _____ Work Phone: _____

28. Father/Legal Guardian Name: _____ SSN: _____

Address: _____
 Phone: _____ Date of Birth: _____ Lives with student: Y / N
 Employer: _____ Occupation: _____
 Work Address: _____ Work Phone: _____

29. If not living with mother/father/legal guardian, living with:

Name: _____ Relationship to student: _____
 Address: _____ Phone: _____
 Employer: _____ Occupation: _____
 Work Address: _____ Work Phone: _____

30. Siblings:

Name	DOB	School	Grade	School ID

Attendance Counselor Signature _____ Date _____

Principal Name: _____ Signature _____
 _____ Attendance Counselor Signature _____
 _____ Date _____

Principal Name: _____ Signature _____

Please mail completed packets to:

(for cases against child: ages 13-18)
 Peter Mullings
 Intake Supervisor
 Court Social Services
 District of Columbia Superior Court
 500 Indiana Avenue NW, Room 4206
 Washington, DC 20001



District of Columbia Superior Court
Truancy Referral Checklist

Directions: Please check the following items for inclusion in the Truancy Referral and attach this sheet to Truancy Referral Form.

School/Student Information

- ☐ District of Columbia Superior Court Truancy Referral Form
- ☐ Student Enrollment Form
- ☐ DC Residency Verification Form
- ☐ Current Course Schedule with Teacher Names
- ☐ Progress Report/Report Card

Attendance

- ☐ Daily attendance record for current school year (certified true copy); include period attendance if applicable
- ☐ Attendance intervention plan
- ☐ Documentation of all attendance interventions checked on Truancy Referral Form (include date(s), person(s) conducting the intervention, person(s) in attendance, and detailed notes regarding the intervention/follow-up)
- ☐ Phone call
- ☐ Letter
- ☐ Certified letter
- ☐ In-person conference
- ☐ Student Support Team or Attendance Committee meeting
- ☐ Referral to in-school resource
- ☐ Referral to community-based organization
- ☐ Home visit

Additional items

- ☐ SAT 9, DC-BAS, DC-CAS and/or other relevant test data (if available)
- ☐ 504 Plan/Bi-lingual Education Plan (if applicable)
- ☐ Individualized Education Plan (if student is enrolled in special education)
- ☐ TANF/DHS Form (if applicable)
- ☐ DC Housing Authority Verification Enrollment Form (if applicable)



DC Superior Court Truancy Referral

Section 1:

School/Student Information

(please place the following items in order behind this sheet)

- ☐ District of Columbia Superior Court Truancy Referral Form
- ☐ Student Enrollment Form
- ☐ DC Residency Verification Form
- ☐ Current Course Schedule with Teacher Names
- ☐ Progress Report/Report Card



DC Superior Court Truancy Referral

Section 2: Attendance

(please place the following items in order behind this sheet)

- ☐ Daily attendance record for current school year (certified true copy); include period attendance if applicable
- ☐ Attendance intervention plan
- ☐ Documentation of all attendance interventions checked on Truancy Referral Form (include date(s), person(s) conducting the intervention, person(s) in attendance, and detailed notes regarding the intervention/follow-up)
- ☐ Phone call
- ☐ Letter
- ☐ Certified letter
- ☐ In-person conference
- ☐ Student Support Team or Attendance Committee meeting
- ☐ Referral to in-school resource
- ☐ Referral to community-based organization
- ☐ Home visit



DC Superior Court Truancy Referral

Section 3: Additional Items

(please place the following items in order behind this sheet)

- ☐ SAT 9, DC-BAS, DC-CAS and/or other relevant test data (if available)
- ☐ 504 Plan/Bi-lingual Education Plan (if applicable)
- ☐ Individualized Education Plan (if student is enrolled in special education)
- ☐ TANF/DHS Form (if applicable)
- ☐ DC Housing Authority Verification Enrollment Form (if applicable)

STUDENT PREGNANCY

Seventh and eighth grade students who become pregnant will be dismissed from IDEA Public Charter School.

TRANSFER STUDENTS

A student must be in good standing and must have **no** disciplinary action pending against him/her by the academy he/she is leaving in order to be eligible to enroll in IDEA Public Charter School.

GUIDANCE SERVICES

Personal concerns of students can seriously limit educational development. IDEA has the responsibility to provide a guidance program and to make relevant and objective information available to students in such a manner that it will enhance educational development.

Student Responsibilities are:

To use guidance services for their own educational and personal improvement.

To schedule appointments with guidance personnel in advance unless the problem or concern is an emergency.

To work cooperatively with guidance personnel.

Student Rights are:

To be informed as to the nature of the guidance services available in school.

To have access to individual and group guidance.

STUDENTS WITH SPECIAL NEEDS

Philosophical Basis:

It is the responsibility of IDEA to provide appropriate educational services for all students residing within the city limits.

Student Responsibilities are:

To use special education for educational and personal development.

Student Rights are:

To be informed of the least restrictive environment needed for appropriate education.

To have access to small group instruction based on an individualized educational program.

CURRICULUM

Philosophical Basis:

Student opinion regarding curriculum offerings is extremely important, and therefore, deserves careful analysis and consideration. The degree of Student involvement in curriculum development is determined by the Student's age, grade level and maturity. Final determination of course requirements and program consistency will rest with the professionals who are assigned the curriculum development responsibility.

Consistent with the policy of IDEA Public Charter School, no student will be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any of the courses or programs within the curriculum on the basis of sex, race, religion, belief, national origin, ethnic group or disability. Any student who believes he/she has been discriminated against, denied a benefit, or excluded from participation, in any programs or activities on the basis of sex may file a complaint in accordance with Title IX Grievance Procedure included as an insert at the end of this code.

Student Responsibilities are:

To request participation in academic programs and extra-curricular activities that are compatible with ability.

To seek assistance in course selection from informed professionals in the academies.

To contribute to an atmosphere free from bias and prejudice.

To cooperate fully and exert every effort to achieve mastery of the basic skills.

Student Rights are:

To have equal access to educational opportunities.

To receive system-wide curriculum course descriptions that will facilitate informed choices.

To receive instruction in courses of study under competent instruction in an atmosphere free from bias and prejudice.

To participate in appropriate basic skills programs.

GRADES

Philosophical Basis:

An academic grade should reflect the teacher's most objective assessment of the Student's academic achievement. Academic grades will not be used as a means of maintaining order in a classroom.

G.P.A. SCALE

A+	4.0	97-100
A	4.0	93-96
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
F	0	00-69

IDEA will accept the letter grade of 'D' and the credit earned on incoming report cards and transcripts, however, the IDEA grading policy consists of the letter grades of A, B, C, & F.

Parent or Guardian Responsibilities are:

To review the Student's progress reports each grading period.

To schedule a parent/teacher conference if concerns develop about grades.

Student Responsibilities are:

To become informed of the method of grade determination in each class.

To maintain standards of academic performance equal to ability, and to make every effort to improve performance upon receipt of notification of unsatisfactory progress.

To conduct themselves in an appropriate manner in and out of school and to properly represent the school and their families.

Student Rights are:

To receive a teacher's grading criteria at the beginning of each year or semester course.

To receive periodic progress reports.

AP COURSE REQUIREMENTS

Philosophical Basis:

All students who take an Advanced Placement (AP) Course must also agree to take the AP Placement Test to pass the course. It is not necessary to pass the AP Test to pass the AP Course. However, if a student refuses to take the AP Test, he/she will receive a failing grade for the course.

FREE SPEECH/EXPRESSION

Philosophical Basis:

Citizens in our democracy are guaranteed self-expression under the First and Fourteenth Amendments of the Constitution of the United States; therefore, in a democratic society, one of the basic purposes of education is to prepare students for responsible self-expression.

Student Responsibilities are:

To respect the rights of others and to express themselves in a manner which does not infringe upon the rights of others and does not interfere with the orderly educational process.

To act in a manner which preserves the dignity of patriotic observances.

To plan for, seek approval of, and participate in activities which are consistent with the educational objectives of the academy.

Student Rights are:

To form and express viewpoints through speaking and writing in a manner which is not obscene, slanderous or libelous.

To affirm identity with the American ideals, i.e. pledging allegiances to the flag.

To refrain from any activities which violate the precepts of his/her religion.

PRIVACY AND PROPERTY RIGHTS

Philosophical Basis:

Federal and state laws provide persons with a reasonable expectation of privacy in addition to freedom from unreasonable search and seizure of property. Such guarantees are not unlimited and must be balanced to protect the health, safety and welfare of all students.

Student Responsibilities are:

To attend academy-related activities without bringing material or objects prohibited by law or IDEA policy or which detract from the educational process.

To respect the property rights of the public at large, as well as those of individuals, and to refrain from destruction of, or damage to, such property.

Student Rights are:

To maintain privacy of personal possessions unless appropriate academy personnel have reasonable cause to believe a student possesses any object or material which is prohibited by law or IDEA policy.

To attend school in an educational environment in which personal property is respected.

STUDENT LOCKERS

Students will be given the opportunity to use lockers provided by IDEA Public Charter School. These lockers are property of the Board of Education and are subject to be searched at any time when academy officials consider it necessary and/or appropriate. Students are permitted to access their lockers at the beginning of the academy day, during class changes, at the beginning and end of lunch, and the end of school. Students are not permitted to access lockers (except during emergencies) during class times. Students are responsible for the contents of their lockers and should keep them locked at all times. **Students may only use the locker assigned to them and may not swap lockers unless approval is given by the Commandant. IDEA is NOT responsible for items placed in individual lockers.**

STUDENT RECORDS

Philosophical Basis:

Student records will be maintained by the academy and will be used in making appropriate educational decisions for the students. All information regarding students and their families will be collected, and distributed under the strictest safeguards. In addition, limited access to records may be obtained after verification of need and consent by appropriate authority. The director will institute specific procedures for the implementation of this policy as dictated by the Family Educational Rights and Privacy Act.

STUDENT GOVERNMENT

The student council serves as the voice of the student body and intermediary between the student body and the administration. Purposes include providing opportunities for the development of responsibility, initiative and leadership; planning and implementing activities and projects designed to unify the student body and enhance academy

spirit; and encouraging scholarship and responsible citizenship within the student body.

STUDENT PUBLICATIONS

Philosophical Basis:

Education is the process of inquiring and learning, acquiring and imparting knowledge and exchanging ideas. One of the important roles of the academy is to provide effective avenues through which students may express themselves on a wide range of subjects. Official student publications, such as academy newspapers, should include viewpoints representative of the student body.

Student Responsibilities are:

To refrain from publishing libelous and obscene materials.

To seek full information on the topic about which they write.

To observe the accepted rules for responsible journalism under the guidance of the faculty advisor.

Student Rights are:

To participate, as part of the educational process, in the development or distribution of publications.

STUDENT GRIEVANCES

The belief of IDEA Public Charter School is that the students have both the right and responsibility to express academy-related concerns and grievances to the faculty and the administration. Therefore, students shall be assured the opportunity for an orderly presentation and review of grievances. To be granted discussion and consideration of a grievance, any student or group of students should request an appointment with the principal which will not interfere with regularly scheduled classes or academy-related activities. The faculty and administration will make an

honest effort to resolve student grievances at the most immediate level of supervision. In the event the principal is unable to resolve a student grievance, the student may then follow the system's grievance procedure as stated in the **Policy Manual** of IDEA Public Charter School.

GRIEVANCE PROCEDURE

Any student of IDEA Public Charter School who believes he or she has been discriminated against, denied a benefit, or excluded from participation, in any of the academy system's education programs or activities on the basis of sex, may file a written complaint with the Director or principal. They shall conduct a review of the written complaint and mail a written response to the complainant within ten (10) academy days after the receipt of the written complaint. A copy of the written complaint and the Director or principal's response shall be provided the Trustee Board of IDEA Public Charter School. If the complainant is not satisfied with such response, he or she may submit a written appeal to the Director or principal indicating the nature of disagreement with the response and his or her reasons for such disagreement. The Director or principal shall mail a written response to the appeal to the complaint within ten (10) academy days after the receipt of the written appeal. If complainant is not satisfied with such response, he or she may submit a written appeal directly to IDEA Board of Trustees indicating the nature of disagreement with the response and his or her reasons for such disagreement. The Board of Trustees shall consider the appeal at its next regularly scheduled Board meeting following receipt of the appeal. The Board of Trustees shall permit the complainant to address the Board in public or closed session, as appropriate, concerning his or her complaint and shall provide the complainant with its written decision in the matter as expeditiously as possible following completion of the hearing.

EARLY INTERVENTION TEAM (EIT)

The Early Intervention Team (EIT) is a student support team. The purpose of the EIT is to serve as an early warning system to identify struggling students and provide them with additional support. The work of the team helps IDEA Public Charter School to intervene earlier with students who face challenges (e.g. academically, not on grade level, chronically absent or truant, at risk of being retained and suffering from educational or home neglect). The team is required to review student referrals, discuss and develop interventions for the academic, behavior, economic, neglect and social issues that adversely affect students. The EIT helps to promote student academic success by alleviating impediments that help create at-risk situations.

The EIT will meet each week. The team will be comprised of a diverse representation of IDEA Public Charter School staff such as the principal, assistant principal, guidance counselors for all grades, attendance clerk, clinical case worker, clinical social workers, Grade Level Assistant Deans, JROTC representative, nurse, school resource officer and special education representative. Teacher input also will be represented either in writing or with a teacher being present at meetings. The principal and assistant principal will rotate attendance at EIT meetings. The director and deputy director will have open invitations and attend as their schedules permit.

The EIT will meet in late summer prior to the start of the new school year to meet with returning students and parents to develop a Personal Improvement Plan (PIP) for students who ended the previous school year with behavior concerns and attendance concerns. Efforts will be made to

coordinate with the principal about newly enrolling students who exhibited challenges at their previous school.

EIT REFERRAL PROCESS

The student is referred to the EIT usually by teachers, other IDEA staff members, student self-referrals or parents. Generally a student is referred when he/she exhibits academic, attendance (absenteeism or tardiness), emotional or behavioral concerns. Students must be referred when they show chronic absence or tardiness or there is concern about the student's living situation.

PERSONAL IMPROVEMENT PLAN (PIP)

The EIT team will meet to discuss referrals and suggest strategies for implementation. Parents also will be contacted and asked for input. The team will review all of the available information on the student (attendance records, behavior patterns and reports, chronic behaviors, discipline reports, home visits, parent reports, report cards, samples of schoolwork and social history) and begin to develop early interventions strategies. Some of the interventions that may be used are listed below but the interventions are not limited to the list:

- ❖ Classroom interventions (changing seating and providing more one-on-one instruction)
- ❖ Home visits
- ❖ Extra tutoring
- ❖ Placing student on behavior contract
- ❖ Attendance Intervention Plan
- ❖ Character Development Program
- ❖ Referring student to counseling

- ❖ Referring student to Leadership and Resiliency Program (in-school counseling, classroom interventions and service learning)
- ❖ In-school or community based counseling (individual and family)

REWARDS/PARTNERSHIPS

IDEA has partnered with the East of the River Strengthening Collaborative Inc., a community based organization to promote truancy prevention. Positive Behavior Systems (PBS) has been implemented in the junior academy to promote a system of merits and demerits for junior academy students by awarding the IDEA BUCKS. The JROTC program also has a merit demerit system for the high school students. Major Lewis, the Senior Army Instructor and Assistant Principal have the responsibility to bridge the merit demerit process in the 2011 SY.

REVIEW

The team will review the student's progress after implementing strategies and will allow at least 30 days to determine effectiveness. If the strategies are not successful, the team will make modifications to the personal improvement plan and try developing and implementing new strategies within two weeks. If it is determined the strategies have not worked, the team will schedule a multi-disciplinary team meeting (MDT) and determine the next steps. The next steps may include evaluation to determine or exclude special education determination for the student.

PARENTAL RESPONSIBILITY IN DISCIPLINE

IDEA Public Charter School requires that the parent or other persons having control of a child enrolled in school ensure that the child (1) regularly attends school and (2) engages in proper conduct while in attendance in school. IDEA

Public Charter School further requires the principal or Director to report to the Board of Education the name of any parent or other persons with children enrolled in IDEA who:

- a. Fails to require such child to regularly attend school; or
- b. Fails to compel the child to properly conduct himself or herself in accordance with the **Student Handbook**.

Parents whose behavior fits either section (A) or (B) as listed above are required to discuss their actions with the principal and director prior to any administrative action being taken on the behalf of the child.

DISCIPLINARY PROCESSES AND PROCEDURES

IDEA is vitally interested in the good behavior of its students both in and out of school. Each student is part of the academy's identity, just as the academy is a part of each student. A student should consider, therefore, that their actions affect not only their own reputation and that of their family, but also the reputations of many others who are likewise identified with IDEA Public Charter School – fellow students and their parents, faculty and administration, alumni, and friends. Therefore, we advocate "good behavior" within the academy, as well as the larger societal realm.

How do we define "*good behavior*?" It is not simply the avoidance of poor behavior; rather, it is a series of conscious, positive actions based on 1) a fundamental understanding of right and wrong, 2) respect for the rights and property of others, 3) the exercise of common sense. Viewed in this manner, good behavior will always be beneficial, not only to the individual student, but also the society in which they live.

With the above thoughts in mind, the following Disciplinary Actions and Procedures are put forth to help ensure the orderly and effective functioning of the academy and the achievement of its stated goals. Registration at IDEA presumes

acceptance of and cooperation with these Disciplinary Actions and Procedures both by the student and by parents or guardians. Further, the academy reserves the right to establish additional regulations which might be deemed necessary to maintain effective control and order in the academy. Realizing that the infractions listed below are NOT all inclusive, the academy will take appropriate action for any offense which, in the opinion of the administration, violates the good behavior expected of a student. As a result, disciplinary action may be taken for violations which are not listed here.

A student recommended for suspension or expulsion will be made aware of the charges and will be given an opportunity to respond. Any time a referral/Incident Report that warrants suspension or expulsion is submitted, a reasonable effort will be made by the academy to contact the parent(s) or guardian by either a telephone call made during academy hours or by written notice delivered by the Student or U.S. Mail. ALL suspensions require attendance by the student in the Character Development Program, upon their return to academy. The student is responsible for notifying his/her parent(s) or guardian of all written communications from the academy. Failure to do so may result in further disciplinary action. (**See chart: DISCIPLINARY ACTIONS AND PROCEDURES**)

INCIDENT REPORTS

The normal progressive discipline of a student will be as follows:

- (1) Three or more Category II Incident Reports automatically places a student before a Disciplinary Meeting to discuss referral to Character Development, Peer Mediation, Mental Health counseling, Behavioral Contract or to an Expulsion Hearing. The Disciplinary Meeting may also recommend the student be monitored for future action.

(2) Incidents based on the Student Handbook may result in an In-School Suspension (ISS) or Out-Of-School Suspension (OSS). An Out-Of-School suspension for more than three days automatically places a student in Character Development. Two or more Out-Of-School suspensions, totaling more than 3 days during a three-month period, will result in student placement in the Character Development program.

(3) Based on the severity or number of the incidents, the student could be expelled *without* attending the Character Development program.

(4) Failure of a student to attend or complete the Character Development Program without written approval from the administration results in an automatic placement on a academy contract or referral to an Expulsion Hearing.

DISCIPLINARY MEETINGS

Academic records will be present at Disciplinary Meetings and Expulsion Hearings. The Disciplinary Meeting reviews the records for referral to Character Development, Peer Mediation, Mental Health counseling or an Expulsion Hearing. (**Note:** A student may be referred to Mental Health counseling by any staff member at any time based on observed behavior). A student may also be tagged for additional monitoring of behavior and academic progress. Disciplinary meeting minutes/notes will be kept in the subject student's file.

EXPULSION HEARINGS

A student may be referred for expulsion from a Disciplinary Meeting or directly from a Class III incident report. This referral will be based on the severity of the Class III incident (i.e. weapons in academy, fighting, theft, etc).

An expulsion hearing must be requested and scheduled within 10 calendar days of the expulsion/suspension period within the expulsion

letter. The hearing must be scheduled by the parent/guardian. Failure of the parent/guardian to request and schedule this hearing within the 10 day period, results in the expulsion being finalized. The parent/guardian may request an appeal hearing with the IDEA Board of Trustees at this time.

Expulsion Hearings are comprised of the following personnel:

- ❖ **Director (Facilitator)**
- ❖ **Principal**
- ❖ **Commandant**
- ❖ **Dean**
- ❖ **Chief of Security**
- ❖ **Parents/Guardian**
- ❖ **Mental Health Coordinator**
- ❖ **Hearing Recorder**
- ❖ **Teachers of the referred student**
- ❖ **Student (Attendance based on parent or guardian decision)**

The Academy Director will act as the Hearing Facilitator. In the Director's absence, this responsibility may be delegated to the Principal. The result of the Expulsion Hearing will be one of the following: (1) Exoneration, (2) Behavioral Contract, or (3) Expulsion. If a student is placed on contract, any further violation contained therein results in expulsion. No additional hearing is necessary. Expulsion Hearing minutes transcribed by the Hearing Recorder will be kept in the subject student's disciplinary file.

BOARD ACTION AND APPEALS

After expulsion the parent/guardian has 3 working days to request in writing, an appeal hearing with the IDEA Board of Trustees. The student may be placed on suspension, up and including 10 days, during the appeal process.

The IDEA Appeal Board will be comprised of a working group within the IDEA Board of Trustees. The Board has 4 working days to grant and schedule the hearing or deny the appeal hearing. If the parent requests an IDEA Board of Trustees appeal, the student, ***unless suspended***, will be placed in an in-house detention status (full time supervision by a staff member) until the Board process is complete. If the appeal is granted, the student remains in academy without prejudice and is placed on a Behavioral Contract. If denied, the Trustee Board will provide in writing, the reason for denying the appeal. The denial results in an upheld expulsion of the student. If the IDEA Board of Trustees denies the parent/guardian's appeal, the parent/ guardian may address the District of Columbia Board of Education.

After-School Detention Hall

The principal or his/her designated representative(s) has the authority to assign students to a designated area (detention hall) on campus at the end of the regular academy day for a reasonable and specified period of time as a disciplinary action. Students in grades 7–12 will be given a one day notice of their detention hall assignment.

A reasonable attempt will be made to notify the parent(s) or guardian of students in grades 7–12 prior to the assignment of a student to the Transition Room. The parent(s) or guardian is responsible for providing transportation in these cases.

Individual teachers and staff may also direct a student to serve Special Detention with them, with proper parent/guardian notification.

Disciplinary Probation

Disciplinary probation is a period of time specified by the principal or his/her designated person(s) during which a student must correct his/her behavior while abiding by all regulations that govern student behavior. The principal or his/her

designated representative(s) has the authority to place a student on disciplinary probation for a reasonable and specified period of time. The staff members involved in the action will assist in monitoring the student's adjustment to the academy environment.

In-School Suspension (ISS) Program

In-School Suspension is a structured disciplinary action in which a student is isolated or removed from regular classroom activities but is not dismissed from the academy setting. The principal or his/her designated representative(s) has the authority to assign students to the in-academy suspension program for a reasonable and specified period of time. The principals and their staffs should determine the scope of in-academy suspension in their respective academies. Those placed in **In-School-Suspension are classified as PRESENT.**

Work Assignment

The principal or his/her designated representative(s) has the authority to assign supervised activities related to the upkeep and maintenance of academy facilities as a disciplinary action for a reasonable and specified period of time. Work assignments are not intended to interfere with any student's regular class schedule. The parent(s) or guardian will be responsible for providing transportation in these cases. The parent(s) or guardian will be notified prior to the student's placement in a work assignment.

Physical Restraint

The principal or his/her designated representative(s) has the authority to use reasonable physical force to restrain a student from abusing or attempting to abuse himself, administrators, other students, teachers, parents, guardians or other staff members. The action may be taken when it is necessary to maintain discipline or to enforce academy rules. This must be done in a reasonable fashion to protect all

parties involved. Law enforcement officials may be called to assist in the enforcement of this action.

Administrative Hearing

The Director or his/her designated representative(s) will review recommendations from principals for expulsions and request a conference with the person(s) involved, which may include principals, teachers, parents, guardians and students to determine whether the expulsion recommendation should be followed.

Other Community Resources

IDEA Public Charter School and its employees have the authority to request the involvement of various community resources dealing with serious disciplinary problems. Examples of the resources that could be utilized in resolving a discipline problem of a serious nature are: the police department, juvenile court, and/or the Department of Human Resources. Other resources may be involved if the problem warrants.

CONSEQUENCES OF INCIDENTS

(The severity or level of the incident may cause steps to be skipped. This process is used concurrently with the Early Intervention Team (EIT) process)

- 1st violation: Student receives a warning. Student will be told the basis for the violation. Parent(s) and Guardian(s) are notified (by phone and in writing).
- 2nd violation: Student loss of privileges. Student will be told the basis for the violation. Parent(s) and Guardian(s) are notified (by phone and in writing).
- 3rd violation: (*Initiates the EIT process*) Detention, conference with administration. A conference will be held with the student, at which time notice will be given about the violation and the disciplinary

action associated with the violation. The student will be given the opportunity to tell their side of the incident if the student denies the charge. Parent(s)/ Guardian(s) are notified (by phone and in writing).

- 4th violation: *Disciplinary Meeting 1.* A meeting called by the principal composed of selected staff/faculty will review the student's academic and disciplinary records for referral to the appropriate support area. Parent(s)/Guardian(s) will be notified (by phone and in writing). This meeting results in a detention or a conference with parent/guardian and administration. The conference will be held with the student and parent at which time notice will be given about the violation and the disciplinary action associated with the violation. The student will be given the opportunity to tell their side of the incident if the student denies the charge. Parent(s)/ Guardian(s) are notified (by phone and in writing).
- 5th violation: *Disciplinary Meeting 2.* A meeting called by the principal composed of selected staff/faculty will review the student's academic and disciplinary records for referral for contract or an Expulsion Hearing. Parent(s)/ Guardian(s) will be notified (by phone and in writing).

SUSPENSION OF STUDENTS

Authority

The school Principal, Assistant Principal and Commandant or his/her designated representative(s) has the authority to suspend students from school.

Notification

Prior to suspension the student will be made aware of the charges and given an opportunity to respond to them. Written notice will be sent to the

Principal and parent(s) or guardian stating the reason(s) such action was taken.

Immediate suspension of a student is justified when the student's presence would threaten other students or himself/herself, endanger academy property or seriously disrupt the orderly educational process. Principals are given the authority to have the law enforcement agency remove uncooperative students.

Length

The suspension of a student is not to exceed ten (10) days except as follows:

1. Any student who has been determined eligible for special education may be suspended, but all procedural safeguards must be adhered to as set forth in *The Individuals with Disabilities Education Act* and/or other federal and state regulations.
2. If an incident or violation causes the principal or his/her designated representative(s) to recommend the expulsion of a student, the suspension shall remain in effect until such time as the Director has acted upon the recommendation of expulsion.

Terms

1. During the suspension period, suspended students shall not attend academy functions or enter academy property for any reason.
2. When a student is suspended, his/her teacher must be notified concerning the date of suspension and the number of days suspended. Work will be assigned and is expected to be completed.
3. A student who has been suspended from academy may not be eligible to enroll in any other academy in the system until such time that he/she is reinstated in the academy from which he/she was suspended.
4. A student who has been suspended or expelled from any academy, regardless of

academy system, is not eligible to enroll in IDEA Public Charter School until such time that he/she is eligible to be reinstated in the academy from which he/she was suspended or expelled.

5. An accumulation of three suspensions (regardless of type, i.e., ISS or OSS), will incur a \$25.00 student support fee. This fee must be paid before the student will be re-admitted. No administrative actions will be completed until all such fees are submitted. This fee may be increased for chronic offenders. (Note: On the third such suspension and subsequent fine, the student will be referred to the Disciplinary Committee for consideration for expulsion. (These funds will be used to help support the cadet/student stores.)

Disenrollment

At the discretion of the Senior Army Instructor (SAI), and with the approval of the school's administration, a student will be dis-enrolled or excluded from attendance, as appropriate. In all cases, a student will be considered for disenrollment when he or she –

- (1) Withdraws from school.
- (2) Demonstrates ineptitude for leadership training indicated by a lack of general adaptability.
- (3) Fails to keep an acceptable standard of academic achievement, conduct, appearance, or attendance.
- (4) Exhibits undesirable character traits, such as –
 - (a) Lying, cheating, or stealing.
 - (b) Unauthorized possession or use of illegal drugs or substances.
 - (c) Conviction or adjudication as a juvenile offender for committing

an offense that could lead to imprisonment.

- (d) Frequent incidents of a discreditable nature with civil or school authorities or other similar acts.
- (5) Fails to maintain the requirement for enrollment In Accordance With **PREREQUISITES TO ATTEND IDEA**(see pg. 17.)
- (6) Exhibits an indifference to and lack of interest in citizenship and leadership training as demonstrated by –
 - (a) Frequent absences or persistent tardiness from class or drill.
 - (b) Accumulation of a large number of demerits or documented measurements.
 - (c) An established pattern of shirking responsibility or similar acts.

Students are expected to recite the Pledge of Allegiance, however, if due to religious reasons or other circumstances that prevent them from reciting it, they must not be disruptive in any way to include turning their backs, sitting on the floor, etc. Continued disruptive behavior will result in disenrollment from the program.

- The above mentioned offenses must be substantiated through written counseling by the SAI, Commandant, or their designated representatives. Written documentation is essential to dis-enrolling a student from IDEA.

Readmission

When the student returns to school after suspension, the readmission must be preceded by a conference with the Commandant, Discipline Coordinator, or his/her designated representative(s). The conference should include

the parent(s) or guardian unless otherwise approved by the principal.

The student is readmitted by the principal or his/her designated representative(s) and is given a readmission slip to return to class.

In-School-Suspension (ISS)

- All Class I and most Class II violations are in-school suspensions (ISS). ISS days are for 3, 5, 7, and 10 days. Class II violations that are deemed to be severe in addition to all CLASS III violations will be out of school suspension (OSS). Students are required to get their work for the duration of their suspension. It is the STUDENT's responsibility to have their work when they enter the ISS room. If the student has a test to be taken during the time that he/she is on suspension, the student will take the test in the ISS room. (NO EXCEPTIONS!!) Breaks will be given as a group after the bell rings for the start of each class. Students will eat lunch in the ISS room.
- Suspension days are counted as 'Present' days.
- If a student is suspended three times in one advisory the next suspension will be an out of school suspension and the \$25 dollar fee still applies.
- Any student that is written up three times in one week receives a minimum Out-Of-School (OSS) Suspension of 2 days.
- All students will receive a copy of their suspension letter in hand after signing for it, the original will be mailed home to the parent, and a copy will remain in their file for the duration of the academic year.

On the last day of the suspension, the parent or guardian is required to come to the academy for a conference with the Commandant and teacher if the violation involved a teacher. This will ensure that the student is ready to attend class the next day. The student will not be allowed to return to class unless the parent or guardian comes in. If no

parent or guardian comes, the student will remain in the ISS room, but will then fall into the unexcused absence category. Repeated behavior will constitute a Class III Offense, and will be adjudicated accordingly.

Expulsion

When a student is expelled from IDEA Public Charter School, the student is immediately escorted to their lockers in order to collect all personal belongings and escorted from the building and academy property. All academy items, books, equipment, etc., must be returned prior to student records being released to the parent or guardian.

CLASSIFICATION OF VIOLATIONS

Violations of the **Student Handbook** are grouped into three classes (Class I, Class II and Class III). Before determining the classification of a violation, the principal or his/her designated representative(s) will consult with the involved student(s) and academy personnel. Once the classification of the violation is determined, the Director, Principal or his/her designated representative(s) will implement the disciplinary procedure.

Three or more violations of Class I or Class II Offenses in a four month period, may result in Expulsion without hearing, should circumstances warrant such action.

Each classroom teacher will deal with classroom disruption by taking in-class disciplinary action, by making a personal call to the parent(s) guardian when feasible, and/or by scheduling conferences with the parent(s) or guardian and other academy staff. Only when the action taken by the teacher is ineffective, or the disruption is severe, should the student be referred to the principal or his/her designated representative(s). Failure to bring notebook, pencil, books or required materials and equipment to class is ordinarily not cause for referral; however, defiance of a teacher in regard

to these areas **is** cause for disciplinary action. Parents and guardians should be notified by the teacher of students who **consistently** exhibit poor work habits.

CLASS I

1.01 Excessive Distraction of Other Students.

Any conduct and/or behavior which is disruptive to the orderly educational process in the classroom or any other instructional setting.

1.02 Unauthorized Organization. Participation in fraternities, sororities, secret societies or non-affiliated academy clubs at any academy related activity, either on campus or off campus.

1.03 Disrespect. Repeated refusal to comply with directions by an IDEA Public Charter School employee.

1.04 Excessive Tardiness. (Repeatedly reporting late to academy or class.)

1.05 Cutting School. Unauthorized absence from school.

1.06 Cutting Class. Unauthorized absence from class.

1.07 Profanity. Utterance of profane or vulgar language.

1.08 Cursing. Intentional and/or Non-Direct Use of Profane or Obscene Language.

1.09 Minor disruption on academy related modes of transportation.

1.11 Non-Compliance. Failure to carry correspondence home, failure to obey directions in hallways, assemblies, etc. Continued refusal and/or failure to complete class assignments.

1.12 Unauthorized use of academy or personal property.

1.13 Littering of and on academy property.

1.14 Refused Order. Repeated failure to bring or display the IDEA identification badge when directed by academy staff.

1.15 Refusal to be Searched. IDEA has the right to and will search all students entering the school. Further, if a student leaves the building and returns, he/she must submit to search again. Refusal to permit a search is grounds for Denial of Entrance.

1.16 Soliciting, procuring, causing, aiding, abetting or assisting another to commit any of the foregoing offenses.

1.17 Any other violation which the principal may deem reasonable to fall within this category after consideration of extenuating circumstances.

DISCIPLINARY ACTIONS

CLASS I OFFENSES

First Offense

In-school conference and parental contact when warranted. Circumstances may warrant disciplinary action as outlined under subsequent offenses, including but not limited to those listed in the next paragraph.

Subsequent Offenses shall result in:

In-School-Suspension (ISS) disciplinary action such as probation, detention, completion of extra academic assignments, work assignments before or after academy, in-academy suspension, or suspension or other reasonable disciplinary action at the discretion of the principal or his/her designated representative(s). Special circumstances may warrant a recommendation to the Director for an alternative educational program apart from the normal setting.

CLASS II

2.01 Defiance of IDEA Employee's Authority. Any verbal or non-verbal refusal to comply with a lawful direction or order of a IDEA employee.

2.02 Continued non-conformity to dress code.

2.03 Vandalism/Criminal Mischief. Intentional and deliberate action resulting in injury or damages of less than \$100 to public property or the real or personal property of another.

2.04 Stealing-Larceny-Petty Theft. Taking and/or carrying away of property valued at less than \$100 belonging to or in lawful possession or custody of another's possessions.

2.05 Use of Obscene Manifestations. Verbal, written, or physical gestures directed toward another person.

2.06 Truancy or unauthorized leaving class/academy campus. Caught by officials while being late to school. No student shall leave the academy property between the hours of 8:00 a.m. and 4:00 p.m. without proper authorization. (NOTE: IDEA Academy is a closed campus.)

2.07 Possession and/or use of matches, lighter or other flammable items,

2.08 Lying. Intentionally providing false information to an academy employee, including, but not limited to, student information data and the concealment of information directly related to academy business.

2.09 Honor/STUDENT Code Violations. (See Student Creed)

2.10 Play Fighting or Slap Fighting, Horseplay. Any physical contact between students that is not a part of Physical Training, Drill Instruction, etc.

2.11 Intentional, and/or malicious damage of academy equipment or property.

2.12 Failure to respond. Any group or individual who is summoned by an IDEA staff member by name or group who fails to respond.

2.13 Unauthorized use of the Intercom System. Sending false calls or codes is strictly prohibited.

2.14 Inappropriate public display of affection

2.15 Deliberately emitting body odors or sounds to disrupt the class. This includes, but is not limited to passing gas, expansive belching, etc.

2.16 Soliciting, procuring, causing, encouraging, aiding, abetting or assisting another to commit any of the foregoing offenses.

2.17 Any other offense which the principal may deem reasonable to fall within this category after consideration of extenuating circumstances.

DISCIPLINARY ACTIONS

CLASS II OFFENSES

First Offense

In-School-Suspension (ISS) or extended work assignments before or after school and/or suspension. Other reasonable disciplinary actions as deemed appropriate by the principal.

Subsequent Offenses shall result in:

Suspension for up to five (5) academy days. Special circumstances may warrant a recommendation for expulsion. If so recommended, the expulsion procedures will be followed.

Note: Commission of Class II and/or Class III offenses may constitute a violation of criminal laws established by Local, and Federal government, and will be reported to the appropriate authorities.

CLASS III

3.01 Bullying or Harassment. Browbeating language or behavior, intending to intimidate a person or group. This includes the use of online services to communicate threats, such as Facebook, MySpace, Twitter, etc.

3.02 Intimidation. The intentional, unlawful threat by word or act to do violence to the person of another, coupled with an apparent ability to do

so, and the performance of some act which creates a well-founded fear in the other person that such violence is imminent.

3.03 Assault. Intentionally touching or striking a member of IDEA Public Charter School against his/her will or without his/her consent.

3.04 Battery. The unlawful and intentional touching or striking or an attempt to touch or strike a member of IDEA Public Charter School against his/her will or the intentional causing of bodily harm to the same.

3.05 Fighting. The initiation of and/or participation in any physical conflict between individuals. Provoking, agitating, and/or inciting a fight/confrontation. **(Minimum, five days)**

3.06 Possession and/or Use of Tobacco Products. Possession on the person, in the locker, or in other effects of a student, holding of a lighted cigarette (cigar, etc.), inhaling or exhaling of the smoke of tobacco or the using of any other tobacco product. **(Minimum, five days)**

3.07 Drugs, Alcohol and Intoxicating Inhalants. Possession, use or distribution of drugs; consumption or possession of alcohol or drugs on academy property or at academy activities. This includes arrival to school under the influence of the same. **(Minimum, five days)**
GROUNDS FOR IMMEDIATE EXPULSION.

3.08 Robbery. The taking of money or other property which may be the subject of larceny from the person or custody of another by force, violence, assault, or instilling the fear of same.

3.09 Stealing-Larceny-Grand Theft. The participation in and/or the intentional, unlawful taking and/or carrying away of money or other property valued at \$200 or more belonging to or in the lawful possession or custody of another.

3.10 Possession of stolen property with the knowledge that is stolen.

3.11 Gambling. The intentional, unlawful participation in gambling activities. Gambling.

(Betting, card playing, pitching pennies, tossing dice, etc.)

3.12 Burglary of academy property. Entering or remaining in a building, enclosed area, structure, motor vehicle or conveyance owned by the academy with the intent to commit an offense therein during the hours the premises are closed to the public.

3.13 Criminal Mischief. Willful and malicious damages at or in excess of \$200 to public property or to real or personal property belonging to another.

3.14 Possession of a weapon(s). Weapons are defined as a firearm, knife, metallic knuckles, chemicals (cologne, perfume, aerosol sprays, etc.) and objects (or replicas of the same) which may be used to threaten or cause bodily harm.

GROUND'S FOR IMMEDIATE EXPULSION.

3.15 Bomb threats. Any communication(s) concerning the Board of Education's or IDEA Public Charter School property which has or could have the effect of interrupting the educational environment or process.

3.16 Sexual acts. Acts of sexual nature including, but not limited to, battery, intercourse, attempted rape or rape.

3.17 Offensive touching of another person.

3.18 Written or verbal propositions to engage in sexual acts.

3.19 Sexual Harassment. Unwanted, repeated acts of a sexual nature, i.e., comments, gestures, etc.

3.20 Unjustified activation of a fire alarm system or fire extinguisher. Such actions are prohibited by school and District Law.

3.21 Explosions. Preparing, possessing, or igniting explosives on the Board of Education's property; possessing and/or igniting fireworks, firecrackers or smoke bombs, stink bombs or committing any act which could disrupt the educational environment or process.

3.22 Arson. The willful and malicious burning of any part of Academy property.

3.23 Cheating. Dishonest violation of rules, to receive something of value by means of fraud.

3.24 Plagiarism. Stealing somebody's work or idea; copying what somebody else has written or taking somebody else's idea and trying to pass it off as original.

3.25 Threats or Extortion. Verbally or by written or printed communication, maliciously threatening an injury to the person, property or reputation of another. This may include the intent to extort money or any pecuniary advantage whatever, or with the intent to compel the person so threatened, or any other person, to do any act or refrain from doing any act against his/her will.

3.26 Inciting or participating in major student disorder. Leading, encouraging or assisting in activities or disruptions which result in destruction or damage of private property or personal injury. This includes passive or active participation. This includes food throwing(fights) or other objects.

3.27 Fleeing an Academy employee to elude contact or questioning.

3.28 Association, participation or membership in any gang, or gang activity. *GROUND'S FOR IMMEDIATE EXPULSION.*

3.29 Expectorating (Spitting). The act of spitting on a person or their property, i.e. books, clothes, food.

3.30 Directing obscene or profane language to an IDEA employee. Specifically singling out an individual with vulgar language.

3.31 Trespassing. Willfully entering or remaining in or on any structure, conveyance or property without being authorized, licensed or invited, or having initially been authorized, licensed or invited, having been warned by an authorized person to depart and refusing to do so. (Unauthorized Presence—entering or remaining on public academy property or attending any

academy related activity while under any kind of suspension ISS/Expulsion)

3.32 Unauthorized Possession of an Electronic Device. The usage of any electronic device during academy hours is strictly prohibited.

This includes IPODs, cameras, MP3 players.

3.33 Possession of or use of a laser pointer. As such devices can be used to visually impair or cause blindness in others, possession is prohibited.

3.34 Defacing, or defaming the U.S. Flag, i.e., throwing items at, pouring liquids on, etc.

3.35. Lewd and Lascivious Behavior. Engaging in sexual acts; i.e., simulating lap-dancing, stripping, etc. Texting (sexting) is also strictly prohibited. (See 3.32)

3.36. Stalking. A course of conduct directed at a specific person that would cause a reasonable person to feel fear

3.37 Recruiting. Methods used to coerce another student into performing a sexual act.

3.38 Violations of the conditions of Principal's Probation.

3.39 Soliciting, procuring, causing, encouraging, aiding, abetting or assisting another to commit any of the foregoing offenses.

3.40 Any other offense which the principal may deem reasonable to fall within this category after consideration of extenuating circumstances.

DISCIPLINARY ACTIONS

CLASS III OFFENSES

The disciplinary action for such offenses will be suspension and/or recommendation for expulsion by the Director or principal as authorized in the procedures previously stated.

ADDITIONAL POLICIES

Drug Use/Abuse

The intent of IDEA Public Charter School is to comply and to cooperate fully with the laws regarding illegal drug use and drug abuse. IDEA Public Charter School understands that there are times when prescription drugs may be used by students for medical reasons. Under these circumstances, the student or his/her parent(s) or guardian should register the prescription with the principal or his/her designated representative(s) in order to protect the student.

INVOLVEMENT WITH DRUGS AND ALCOHOL (ILLEGAL)

Students who violate the academy policies on possession, consumption, and distribution of alcoholic beverages, controlled dangerous substances, counterfeit controlled dangerous substances, non-controlled dangerous substances as defined by law, or other intoxicants any time during the school year, whether the activity takes place on academy buses, within an academy building or upon any academy property or during any academy related or Board of Education sponsored activity, whether held on academy property or at locations off academy property, including private clubs, business, or commercial establishments, shall be subject to **IMMEDIATE DISMISSAL**.

SEXUAL HARASSMENT

The policy of IDEA Public Charter School forbids sexual harassment of or by any of its students or employees.

A. General Prohibitions and Definitions

1. Unwelcome Conduct of a Sexual Nature:
 - a. Conduct of a sexual nature may include verbal or physical sexual advances, including subtle pressure for sexual activity; touching, pinching, patting, or

brushing against; comments regarding physical or personality characteristics of a sexual nature; and sexually-oriented “kidding”, “testing”, double meanings, and jokes.

- b. Verbal or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed student has indicated, by his or her conduct, or otherwise, that is unwelcome. In order to avoid ambiguity and uncertainty, students who consider conduct by other students or academy employees to be unwelcome are encouraged to advise the alleged harasser in writing that such conduct is unwelcome.
- c. A student who has initially welcomed such conduct by active participation or otherwise must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome. In order to avoid ambiguity and uncertainty, students are encouraged to give such specific notice in writing.

2. Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment if the conduct substantially interferes with a student’s educational performance, or creates an intimidating, hostile, or offensive educational environment.

3. Sexual Harassment Prohibited

It is a violation of the Student Handbook for a student or a student to sexually harass or subject another person to any unwelcome conduct of a sexual nature. Students or academy employees who engage in such conduct shall be subject to sanctions as described below.

A. Reporting and Sanctions

1. Reporting

- a. Students or their parents or guardians who reasonably believe that other students or Academy employees in IDEA Public Charter School are guilty of sexual harassment as defined in this policy are encouraged to report such to the principal of their academy and/or to the civil rights compliance administrator. Such reports should be made in writing.
- b. Students or their parents or guardians are also urged to report any unwelcome conduct of a sexual nature by fellow students or Academy employees, whether or not such conduct interferes with the student’s educational performance or creates a hostile or offensive educational environment. Such reports should be made in writing.
- c. Confidentiality will be maintained and no reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment. Students or Academy employees who retaliate against one who has filed such charges are subject to the sanctions stated below.

1. Sanctions

Any student found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning, suspension, or expulsion subject to applicable procedural requirements.

BUS DISCIPLINE (FIELD TRIPS)

IDEA Public Charter School is vitally concerned about the safety and welfare of the students riding buses. In an effort to inform students and parents or guardians of acts that can threaten safety and welfare, bus rules and regulations have been adopted. The driver, together with the transportation supervisor and the academy

principal, shall have full responsibility for discipline on buses. (Note: While students are riding on buses all academy rules apply.)

Teachers may schedule field trips to visit sites that will enhance the student's learning experience. Teachers leading field trips will provide the required School Form (Permission Slip) to the students to be completed by the parent or guardian. Students must present the sponsoring teacher or moderator the completed form on the day prior to the trip. The uniform of the day is normally worn on field trips. If students are not permitted to wear the JROTC uniforms, the standard academy uniform will be worn. Exceptions to this policy can only be granted in writing by the PRINCIPAL.

Electronic devices are not permitted unless authorized, in writing by the PRINCIPAL.

Bus Regulations

1. Students shall obey the driver willingly and promptly. The driver is in full charge of the bus and pupils.
2. The driver has the right to assign seats as he/she deems necessary.
3. Students are to help keep their bus clean by not throwing trash on the floor. Pupils shall not throw any refuse out the windows.
4. No student shall at any time extend his head, hands, arms or any part of his body out the window.
5. Any damages done to bus or equipment must be paid by that individual.
6. No soft drink bottles or cans, knives, sharp objects, or any object that might endanger another student can be brought onto the bus at any time.
7. Students should remain seated and should face the front of the bus at all times.
8. No food or drinks are permitted to be consumed on the bus.

9. Students shall behave in an appropriate and orderly manner.

Disciplinary Action

The principal shall enforce the following disciplinary action to assure compliance with these rules and regulations:

First Violation: Student or parent conference and/or removal from the bus for up to five days.

Second Violation: Parent conference and referral to the bus operators for suspension of privileges.

DRESS CODE

IDEA Public Charter School supports the belief that good grooming and personal appearance are essential elements in the teaching and learning processes. Therefore, it is expected that students dress in such a manner that will ensure their health and safety. Furthermore, the dress and personal appearance may not be disruptive or interfere with the legitimate interest and welfare of the students.

Students should comply with the following guidelines:

1. Students must be neatly dressed, maintain high personal hygiene standards, be clean and well groomed while on campus, and remain properly dressed throughout the day.
2. No open-toe shoes, 'crocks', clogs, straps, boots or sandals may or can be worn. No water shoes of any kind may be worn.
3. Hair must be clean, neatly styled and well groomed, not in the eyes and not of length dangerous around equipment. 'Fad' hair colors are not authorized, and hair ornaments must be conservative in style. Decorative parts are also not permitted.
4. Clothing with pictures, writing, and/or symbols promoting the use of drugs, alcohol, tobacco, sexual activity, political statements, or that may be otherwise

offensive shall be considered disruptive of the educational process and is therefore prohibited.

5. Shorts or Skorts may not be worn at any time.
6. Skirts may be worn; however they must not exceed two inches above the knee. Miniskirts, or those which are too tight or do not meet the length requirement, are not acceptable.
7. Appropriate academy wear for girls shall be dresses or shirts (blouses) with skirts, or pants. Heels exceeding 2 inches are not permitted. Non-military boots are not permitted.
8. Undershirts and sleeveless shirts are not acceptable for boys or girls as an outer garment.
9. With **written** approval of the principal, activity sponsors may establish different rules for dress and grooming as a prerequisite for membership and participation in the activity.
10. Hats and sunglasses are not to be worn inside a building.
11. Clothing, paraphernalia, or devices which are judged to be related to, or associated with, gang affiliation or gang activity are prohibited.
12. Other inappropriate dress (Baggy or hanging pants, rolled up pants legs, gang related attire, etc) is prohibited.
13. Male students will be clean shaven unless medical conditions dictate otherwise, and must be periodically updated by authorized physician. Sideburns will not extend below the ear. All hair, for male and female students must be neatly groomed and worn properly at all times.
14. Bracelets, watches and jewelry may be worn; however, hoop earrings or earrings

that hang below the ear are not authorized. Only post or stud earrings may be worn during the academy day. (Silver, gold, pearl, clear) Additionally, different color bracelets may not be worn. **Only one item may be worn on the arm, i.e., one watch and one bracelet and one ring per hand, of conservative nature. Necklaces may NOT be worn OUTSIDE the shirt.**

15. Facial, interior or exterior body piercings are not authorized.
16. Non-prescription or 'Personality Glasses' may NOT be worn.

The official uniform consists of the following:

- a. Tan khaki or Dickies pants. (No other pants or trousers, including stretch are authorized.)
- b. White or Burgundy button-down shirt with appropriate logos. (These shirts are purchased at Campus Outfitters, 5112 Berwyn Road, College Park, MD. These shirts may also be purchased at the school. T-shirts worn underneath cannot extend below the sleeve of the shirt. Only **plain** white t-shirts (short-sleeved) are permitted under the uniform shirt, regardless of uniform
- c. SOLID BLACK shoes. No other color or combination of colors is authorized. Black or white socks. Additionally, other than the authorized Military Boot, boots are NOT permitted.
- d. Black or tan military web belt. The belts can be purchased in the academy Armory or school store.
- e. For National Academy Foundation (NAF) Academy students, polo shirts may ONLY be worn when approved, IN WRITING, by the PRINCIPAL.

Any student violating the dress code may be suspended for the remainder of the academy day and may receive unexcused absences in the classes missed. The principal or his/her designated representative(s) has the authority to determine inappropriate dress.

PROMOTION POLICY

DEFINITION: For the purpose of this policy, promotion shall be defined as the advancement of a student from one grade level to a higher grade level. The District of Columbia currently requires 24 Carnegie units for graduation. (High School) IDEA Public Charter School Military Academy (IDEA PCSMA) students earn Carnegie units in grades 9th -12th.

A passing grade for purposes of this policy means at least a “C-” average for the final grade in a course.

All promotions shall be based upon the satisfactory completion of required course work and satisfactory achievement of competency at the required skill level. Promotions shall be made by the Principal based on a certification (i.e., Letter of Understanding), that the student meets all requirements for promotion.

Promotions shall generally be made at the end of each school year. Special promotions may be made at any time with the written approval of the school Executive Director.

A student who fails to meet the requirements for promotion shall be retained at the student’s current grade level. If the student is retained, the student may be referred for assessment and evaluation for special education services.

Students with disabilities are expected to master the general curriculum with the use of supplementary aides and services. The Individualized Education Program (“IEP”) Team

determines whether a student with disabilities is expected to meet IDEA Public Charter School’s promotion criteria, which must be documented in the student’s IEP.

Parental Notification: Prior to October 31st of each school year, parents will be notified in writing of the IDEA Public Charter School’s promotion policy at the last address given as the family residence.

Any non-or limited-English speaking student or disabled student who is meeting the goals of his or her Individual Education Plan or learning plan is eligible for promotion from one grade to the next.

Valedictorian and Salutatorian

In keeping with our promotion traditions at IDEA Public Charter School, the principal will select the valedictorian and salutatorian for the class. These honored students will speak at the promotion ceremony. The valedictorian will be that member of the class who has the highest grade point average on an un-weighted grading system. The salutatorian will be that person with the second highest grade point average on an unweighted grade point system. In the event of tying grade point averages, such factors as length of time of attendance at IDEA Public Charter School and total number of credits attempted may be considered by the principal in making the final determination.

Summer Obligations

During the last month of school, please be sure that your son/daughter returns ALL books, fundraising monies, or other items to the academy, before **the end of May of the current SY**. If your child has not returned items by the last day of school, these items will be added to the obligation list. This will result in their report cards and transcripts being held at the academy until all obligations are cleared.

PARENTAL EXPECTATIONS

As a partner in your child's education, you play a significant role. As a parent, you know the importance and the challenges associated with obtaining a strong education. We are dedicated to the premise that every child deserves an opportunity to succeed in mastering their individual educational goals. To help us to facilitate this objective, we need your support and participation in our programs. While not all-inclusive, the areas below address our most pressing concerns.

1. Academy Visitations. It is our experience that your visitations are very useful in helping us in getting to know you better. You will have an opportunity to observe both your child and, of course, our teachers.

PARENTS ARE REQUIRED TO VISIT OUR ACADEMY AT LEAST ONCE EACH QUARTER.

2. Participation in Academy Activities. As a partner in your child's education, you may be surprised at the many academy activities we offer to help give your child a well rounded education and, most importantly, give you the opportunity to share your concerns and idea's with us! We believe that our programs are as strong as the support given to it by interested and concerned parents. Last year, approximately thirty percent of parents participated in academy activities. We are concerned that a lot of great ideas that could have made a difference to our students went undiscovered because of the low density of parent participation.

PARENTS ARE EXPECTED TO ACTIVELY PARTICIPATE IN TWO OF THE FOLLOWING ACTIVITIES

1. Parent Clusters
2. Home School Activities

3. Assembly Programs such as awards ceremonies
4. Fund Raising Activities
5. Chaperones
6. Parent Counselors
7. Classroom Aids
8. Tutors
9. Parent Focus Groups
10. Activities Coordinators
11. Academy Volunteer
12. Booster Club
13. Other (You decide!)

****Research has shown that parental involvement is key to a successful academy program. We need your support, resourcefulness, ideas and, most of all, your commitment to our educational programs and activities.**

WE NEED YOU TO.....

Ensure daily academy attendance of your child. Students are expected to attend all scheduled classes on a regular basis. When a child is absent or tardy, a written excuse from the parent is required. Five un-excused absences for any given advisory may result in a failing grade for that period. Likewise, ten excused absences may also result in a failing grade for that advisory. When a child is late or absent a note of explaining the circumstances is required upon the return of the student to academy.

Ensure all rules, regulations, policies and procedures are followed. Parents are expected to become familiar with the Student Handbook and the academy's Suspension Program and Discipline Plan and ensure that their child fully understands and complies with their contents. Students who fail to comply will be subject to adverse administrative actions.

Ensure that your child is in proper uniform. All students are required to properly wear the complete student uniform every day. Parents should ensure that all uniforms are maintained in a serviceable and clean condition.

Ensure that your child comes to school fully prepared to learn. It is expected that all students come to school fully prepared to participate in all class activities. Class assignments, test dates and special assignments are posted on the academy's web site. Parents are encouraged to refer to the academy's web site often for weekly class schedules and updates.

Students experiencing academic difficulties will be scheduled for mandatory after academy tutoring.

STUDENT EXPECTATIONS

You are expected to Read, Understand and Live Up to the Junior Academy Creed. As a student you are required to conduct yourself in an exemplary manner at all times. You will show respect towards the academy's faculty, staff, your peers and yourself. You will always set the example for others to follow.

You are expected to meet all challenges with maturity, vision and a determination to change things and make them right. You have a tremendous responsibility to help your peers whenever and however you can because failure at any level of our academy is unacceptable. As a student you can and will make a difference.

You are expected to attend all classes at the proper time and be on time. All students are expected to attend all scheduled classes on a regular basis. When you are absent or tardy, a written excuse from your parent will be required upon your return to academy. You must remember that five un-excused absences for any given advisory may result in a failing grade for that period. Likewise, ten excused absences may also result in a failing grade for that advisory.

You are expected to follow all rules, regulations, policies and procedures of the academy. You will be required to become familiar with the Student Handbook and the academy's Discipline Plan and ensure that you are in compliance with their contents. If you fail to do so, you will be subject to adverse administrative actions.

You are expected to wear your student uniform with pride. Students are expected to wear their uniform with great pride. After all, the way you wear your uniform reflects upon you and your academy. You must ensure that all of your uniforms are maintained in a serviceable and clean condition.

You are expected to follow the academy's dress code. In addition to wearing the your uniform with pride, you are expected to set an example worthy of emulation by from your peers. Refer to the academy's dress code for specific rules and policies.

You are expected to come to school fully prepared to learn. It is expected that all students come to school fully prepared to participate in all class activities. You will be required to complete all class assignments. If you are absent from school because of an emergency, you can access your class assignment(s) through the academy's web site. Your absence from class does not excuse you from meeting and performing class assignments, examinations or homework assignments.

You are expected to display your Academy ID AT ALL TIMES, and, in the event that it is lost, misplaced, or stolen, you are expected and required to obtain a new one as quickly as possible.

You are expected to conduct yourself, in and out of school, in a manner which appropriately represents your school, your family.

STUDENT CONTRACT FOR EXCELLENCE IN EDUCATION

I, _____,
a student at IDEA Public Charter School,
understand and fully accept that in order for me to
improve my body and my mind, and prepare
myself for the future, I must strictly adhere to the
rules, regulations, guidelines, and tenets of the
academy. My signature below affirms that I will
perform in a manner so as not to bring
disharmony, malcontent, disruption or any other
form of confusion, so that I will not prevent
myself or others from learning and growing as
young adults. I fully understand and accept that
NON-compliance may result in my dismissal from
IDEA Public Charter School.

Print Name

Student Signature

DATE: _____

PARENT CONTRACT FOR EXCELLENCE IN EDUCATION

I/We,

_____,
the parent(s)/guardian(s) of

_____,
agree that in order for my(our) child to become the
best possible student, I/we must take a strong,
VISIBLE, and proactive role. Therefore, my(our)
signature affixed below, affirms that I(we) will
abide by the above conditions for sustained
enrollment. I/We understand that not participating
in the above, may cause my child to be dismissed.
This contract will remain in force as long as my
child is a student at IDEA Public Charter School.

Print Name

Parent/Guardian Signature

DATE: _____

Parent/Guardian of: (please print)

**SIGN, DATE TEAR OUT
AND RETURN TO THE
COMMANDANT'S
OFFICE**

Cell phones are not to be visible AT ANY TIME during the school day, including lunch! Please leave your phones at home or out of sight in your backpacks and purses.



KEEP THIS PAGE!!!

Students are not permitted to use any type of electronic signaling device during class time, passing periods or breaks. The electronic signaling device must remain turned off and out of sight during the instructional school day. If disruption occurs, a School Resource Officer or an Assistant Dean shall confiscate it.

If a school staff member finds it necessary to confiscate a device, parents will be notified promptly and the device will be returned in accordance with school rules after the administrator or designee has consulted with the student's parent/guardian. **The school is not responsible for lost or stolen electronic signaling devices. Students are to make arrangements with their parent(s) or guardian(s) to contact the school office when attempting to reach them during the school day.**

Students who act in violation of this policy shall be subject to IDEA Public Charter School's progressive discipline as follows:

1. **Initial violation** – electronic signaling device will be confiscated by school staff and secured in a safe location for a minimum of one school day. The electronic listening device will be returned to parent at the conclusion of the staff work day (or when the parent/guardian is able retrieve it);
2. **Second violation** – electronic signaling device will be confiscated and secured in a safe location for one week. The electronic listening device will not be returned to the student unless and until the student's parent or guardian meets with school administrative staff for the purpose of clarifying this policy;
3. **Third violation** – the electronic signaling device will be confiscated and secured in a safe location for two weeks, and the student will be suspended for two days. The electronic listening device will not be returned to the student unless and until the student's parent or guardian provides written assurance that the student will no longer be allowed to possess the electronic listening device during the instructional day;
4. **Fourth violation** – the electronic signaling device will be confiscated and secured in a safe location for three weeks. The student will be suspended for three days.
5. **Fifth violation** – the electronic signaling device will be confiscated and secured in a safe location for one month. The student will lose all school privileges; (i.e., school teams, field trips, school computer usage, access to gymnasium(for after school events), etc.)
6. Any further violations will subject the student to disciplinary action as set forth in the STUDENT HANDBOOK, ver. 13, dated June 2011.
7. If a student refuses to surrender the device, they are immediately suspended for non-compliance.

Appendix S



**Student and Family Handbook
2014-2015 School Year**

IDEA Public Charter School

1027 45th Street NE, Washington, DC 20019

Phone: 202-399-4750

Fax: 202-399-4387

Web: www.ideapcs.org

IDEA policies may be added or amended during the current school year. Any major policy changes will be communicated to students and their families in writing.

Welcome to IDEA Public Charter School!

We've created this handbook to help students and families learn about and understand what it means to be part of the IDEA community. Please read this handbook carefully. If you have any questions about our principles, expectations, or rules, please ask any of us or any IDEA teacher or staff member. We will be glad to explain the policies and procedures we have developed to maintain our culture of excellence and respect.

All of us at IDEA are excited to be working with our students and families to build on the strong foundation we have created over the past year. We are committed to making sure every student at IDEA has the opportunity and tools to succeed. Whether students choose to pursue college, military service, or a career in technology, IDEA will help prepare them to thrive.

IDEA strives to create a community of young people who are academically able, empowered, and prepared to fully engage in our society, whether they choose to attend college, go into the military, or go directly in a career. An important aspect of this process is for students to develop responsibility for their own education. The underlying principle is that IDEA is a place for learning and getting along together. This handbook sets out rules and guidelines for maximizing learning opportunities for our students in an environment of high-quality education.

We are delighted to have you with us and hope this will be an outstanding academic year for everyone.

John Goldman, Executive Director
Justin Rydstrom, Principal
Lanette Bacchus, Director of Academics

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IDEA's Guiding Principles

Each student is an important and valued member of the IDEA community. In order to be a community member in good standing, one must embody in word and action the following principles that guide who we are and how we behave as members of the IDEA community:

- We are prepared to learn and do our best
- We respect ourselves, each other, and our community
- We take responsibility for our actions and learning
- We work together to resolve challenges in thoughtful and meaningful ways
- We celebrate our individual and collective successes

In order to live out these principles, each IDEA student must consider that his actions affect not only his own and his family's, but also the reputation of everyone associated with IDEA. For this reason we advocate good behavior within the school and in the larger community. Good behavior is defined as a fundamental understanding of right and wrong, respect for the rights and property of others, and the exercise of self-control. With that in mind, we have created these expectations in and outside of the classroom, as well as a Code of Conduct, to ensure that the school functions in a manner that supports a superior learning environment and student achievement.

Guiding Principles in Action and Code of Conduct

Our Code of Conduct stems from our Guiding Principles. We've outlined here each principle and what it means for IDEA students to follow that principle. Our Code of Conduct also includes all disciplinary policies and procedures listed and explained elsewhere in this handbook.

We are prepared to learn and do our best

As an IDEA scholar, I will:

- o come to school on time, with my materials and dressed in the appropriate uniform.
- o participate in my classes and focus on learning while at school.
- o challenge myself to learn and work to the best of my ability.

We respect ourselves, each other, and our community

As an IDEA scholar, I will:

- o treat students and staff with courtesy and decency.
- o take care of school property and the school building.
- o represent IDEA well even when outside school.

We take responsibility for our actions and learning

As an IDEA scholar, I will:

- o demonstrate honesty and integrity inside and outside the classroom.
- o control my thoughts, attitude, effort and actions every day.
- o accept the consequences of my decisions.

We work together to resolve challenges in thoughtful and meaningful ways

As an IDEA scholar, I will:

- o work to understand others' perspectives.
- o keep an open mind to new ideas, people and challenges.
- o keep a positive and encouraging attitude when faced with new opportunities.

We celebrate our individual and collective successes

As an IDEA scholar, I will:

- encourage my peers to be their best.
- appreciate and encourage diversity in thoughts and beliefs.
- celebrate the progress of myself, my peers and my school.

2013-14 Academic Calendar

AUGUST		DECEMBER		APRIL	
8	Senior Orientation	3	Picture day makeup	1-4	DC-CAS testing
12-23	Staff development (no school for students)	4	ASVAB #1	7-11	DC-CAS testing
12	School orientation	10-11	Interim #2	10	Q3 report cards sent
19	School orientation	18	Family conferences	12	Juniors ACT
26	First day of school	19	Senior picture makeup	14-21	Spring Break
		20	Staff professional development (no school for students)	22	School resumes for all students
		23-31	Winter Break (School closed)	29&30	Interim #4
SEPTEMBER		JANUARY		MAY	
2	Labor Day (School closed)	1-3	Winter Break cont. (no school for students)	3	Juniors SAT
16	Back to School Night Staff professional development (no school for students)	2-3	Staff development (no school for students)	7	ASVAB #2
		6	School resumes for all students	14	Cadet Board
		20	MLK Jr. Day (School closed)	23	Saber Day
		24	End of Q2/ Semester 1	26	Memorial Day (School closed)
		27	Q3 Begins	27-30	Senior final exams
				30	Seniors' last day Grades closed for seniors
OCTOBER		FEBRUARY		JUNE	
9	Family conferences	6	Q2 report cards sent	16-18	Final exams: grades 9-11
14	Columbus Day (School Closed)	4-5	Interim #3	18	End of Q4/ Semester 2
16	PSAT grades 10-11 SAT grade 12	14	Staff professional development (no school for students)	20	Last Day: grades 9-11 Graduation
18&23	Interim #1	17	President's Day (School closed)	23-26	Staff PD (no school for students)
22	School pictures	26	Family conferences	26	Final report cards issued
26	ACT grades 11- 12			30	Summer School begins
31	Q1 ends				
NOVEMBER		MARCH			
1	Staff prof. development (no school for students) Q2 begins	27	End of Q3		
4	Senior pictures	28	Q4 begins		
		31	DC-CAS testing begins		

- 7 Veterans Day
 11 (School Closed)
 Q1 report cards sent
 14 Thanksgiving
 18-29 Holiday (School closed)

Daily Class Schedule

Monday, Tuesday, Thursday, Friday

Days A/B	9	10	11&12
1st Period	8:30 - 9:55	8:30 - 9:55	8:30 - 9:55
Intervention/ Advisory	10:00-10:50	10:00-10:50	10:00-10:50
2nd Period/ Lunch	10:55-11:30 (L) 11:35-1:00	10:55-12:20 12:25-1:00 (L)	10:55-11:35 11:40-12:15 (L) 12:20-1:00
3rd Period	1:05-2:30	1:05-2:30	1:05-2:30
4th Period	2:35-4:00	2:35-4:00	2:35-4:00

Wednesday Class Schedule (early dismissal for all students)

Days A/B	All Grades (9-12)
1st Block	8:30-9:20 am
Intervention/ Advisory	9:24-10:18 am
2nd Block	10:22-11:12 am
3rd Block	11:16-12:06 pm
4th Block	12:10-1:00 pm

On Wednesdays students will pick up lunches and leave the building right after taking their lunch, since they are dismissed at 1pm.

Academic Policies

Academic Communications

Progress reports are distributed throughout each quarter. Report cards are distributed at the end of each quarter according to the academic calendar.

Academic Records Requests

Requests for academic records (transcripts, report cards, conduct, attendance, and/or Verification of Enrollment, etc.) must be submitted in writing to the registrar. The form for such requests is available in the main office. There may be fees associated with requests. Requests will be processed on a first-come, first-served basis and may take at minimum 48 hours to process.

Advisory

The advisory program provides additional support and mentoring for students so that students are on track for promotion. At the beginning of each school year, small groups of students are assigned to faculty advisors. Advisory groups will meet several times a week for 45-50 minutes. Advisory activities include team-building activities; character education; conferencing with individual students about grades, attendance, and other important data; and enrichment activities. Students will need to purchase agenda books at the beginning of the school year for \$5.

Assessments

Students in the 9th through 12th grades take a variety of tests, including mid-term exams, final exams, internal IDEA assessments, the DC CAS, ASVAB, PSATs, SATs, and ACTs.

All students take mandated standardized tests as determined by the District of Columbia. Additionally, all students enrolled in biology must take the biology DC-CAS regardless of grade level.

Community Service

Community service refers to service that a person performs for the benefit of his or her community. These services are designed to improve the quality of life for community residents or to solve particular problems related to their needs. To be considered community service, an activity must be:

- Performed for no pay

- Completed at a nonprofit institution, church, school, community center, library, hospital, or other service-related organization
- Beneficial to at least one other person and the larger community
- Separate from a service activity for which the student is already receiving school credit or those mandated by a court or school disciplinary action.

Examples of activities that meet the community service definition include (but are not limited to):

- Working as a teacher's aide or office assistant
- Shelving books in the library
- Working in any capacity at a nonprofit organization
- Cleaning up the school on a Saturday
- Organizing a drive for the collection of items including clothes, shoes, food, blankets, etc., for the benefit of those in need
- Reading to the elderly in nursing homes
- Restoring a park
- Volunteering at one's church
- Helping at a local fire or police department
- Volunteering as a peer tutor or tutoring younger children

Community service is an important dimension of a student's civic development and inherent in the mission of IDEA. Community service must be documented annually by April 15. Students must complete one hundred hours of community service to meet graduation requirements set forth by the District of Columbia.

Community service may be completed on campus or in the student's community. Various programs at IDEA will periodically arrange for community service projects for students. Community service hours must be submitted by April 15 of the current academic year to be counted.

In order to receive credit for community service, students must have an official Community Service Hours Form completed and signed by an adult who oversaw his or her service. This adult may not be an immediate family member. Students may obtain these forms from the main office. All completed forms must be handed in to the administrative office to be entered into a student's permanent file.

Computer Use and Internet Policy

The use of computers at IDEA offers opportunities for students to access the Internet; a research database; and word processing, database, and presentation software, in order to enhance educational goals and objectives. Use of equipment in the computer

lab, classrooms, and library is a privilege for the user and entails responsibility. The smooth operation of the networked and non-networked computers relies upon the proper conduct of users, who must adhere to guidelines for efficient, careful, ethical, and legal use of the resources. These guidelines are set forth in the Acceptable Use Policy, which outlines IDEA's expectations for, and the responsibilities of, the computer user. Students and families must complete an acceptable use form in order to be able to use school computers. The Acceptable Use Policy is available for review and signature in the appendices.

IDEA provides Internet access for students to do research for school projects and class assignments. To ensure that students become responsible Internet users, IDEA permits Internet access under the following circumstances:

- During class, students may use the Internet for class-related work under the supervision of the teacher of the class.
- Before and after school and during lunch, students may use the Internet to find information about subjects approved by the staff member providing supervision.
- During Advisory, students may use the Internet under the supervision of their advisor.
- During tutoring, students may use the Internet for locating information on homework topics under the supervision of a tutor.

No food, drink, or gum is allowed in any computer area. Chat room/social community visits are not permitted, unless they are part of an assignment made by a teacher. No printing will be allowed without the permission of the supervisor.

Students who violate the school's Acceptable Use Agreement (see Appendix C) will have all computer privileges suspended for a defined period of time.

For the safety and security of our school community, students may not bring their personal laptops to school. Students may not access the school's server at any time. This policy shall apply to all cell phones, laptops, iPads, tablets, e-readers, touchpads, and similar devices whose purpose is not for phone communication.

Course Catalog

IDEA publishes a Course Catalog annually. The Course Catalog includes class offerings and educational opportunities. Information about graduation requirements and scheduling procedures are included. It is important to note that not all courses listed are offered each semester. Some courses may not be offered due to low enrollment, available resources, or teacher

availability. Copies of the Course Catalog may be requested from the main office or accessed via the school's website.

Course Credit

To receive course credit to meet promotion and graduation requirements, a student may not score lower than a C- for a final grade for a course. Students who receive final grades that are 69% or below do not receive credit for the course for graduation purposes and no Carnegie Unit will be recorded on the student's transcript. Students who do not successfully master (earn 70% or higher in) a course will be required to retake and master the course to receive credit. Students will not be allowed to take more than one level of a core subject per school year (e.g. a student may not take English II and English III in the same year). Students may not take classes during summer school prior to taking the course during the regular academic school year and receive credit.

Grades (Calculating)

Course offerings are either semester or year-long courses.

Semester Courses: For half credit (.5 credit) courses, both quarters are equal to 100% of the final grade. Mid-term and final exams are calculated as part of the final grade.

Year-long Courses: For year-long courses (1.0 credit), all four quarters are equal to 100% of the final grade. Mid-term and final exams are calculated as part of the second and fourth quarter grades.

Grade Point Average

A student's grade point average (GPA) is extremely important for the college admissions process. A high GPA enables students to be competitive in the college application process and makes it easier to earn scholarship money to pay for the costs of a college education. Each IDEA student should understand that colleges examine a student's cumulative GPA from 9th through 12th grade. Students will learn how to calculate their GPAs in Advisory to track their progress.

Grade Scale/Policy

Students must earn a grade average of 70% or higher to receive credit for all offered courses at IDEA. IDEA uses a letter grading system to measure student progress in courses, and does not recognize "D" grades as mastery. The grading scale is as follows:

Letter Grade	Numeric Range	Grade Point Value
A+	100-97	4.33
A	96-93	4.00
A-	92-90	3.67
B+	89-87	3.33
B	86-83	3.00
B-	82-80	2.67
C+	79-77	2.33
C	76-73	2.00
C-	72-70	1.67
F	69-60	0.00
WF*	60	0.00

*Withdrawn failing: Students receive WF due to 5+ unexcused absences in a course during a marking period.

Grades for an academic year are comprised of four quarters that are weighted equally. Percentages per quarter (25%) are determined by a student's mastery of the curriculum. How IDEA determines each quarter's percentage is as follows:

Q1 25%	Q2 25%	Q3 25%	Q4 25%	Y 100%

15% Performance Assessments/ Interim Assessments	Description: Standards-based quarterly assessment of the content taught during the quarter.
75% Mastery of Course Content	Description: Checks for student understanding and mastery of content, which includes but not limited to the following: quizzes, teacher-created tests, projects, essays, presentations, reports (labs or other), journals, computer/technology programs, debates, research papers, portfolios, arts performances, notebooks, exit tickets. *All course syllabi will inform important course content for mastery.
10% Homework	Description: Any course related assignment given outside of the class for the purpose of enhancing learning.

Graduation Requirements

Student schedules are created annually. Students complete the course request process each spring. Student course selections are

not final until approved by school administration. Faculty/staff recommendations are part of the student scheduling process. Student schedules cannot be changed after the schedule request class add/drop date established each academic year. Full-year courses may only be changed in the fall. Senior students who have met all graduation requirements may enroll in elective courses or may be granted a Principal approved early release schedule. Students with early release will not be allowed to remain in the building after their release time.

IDEA Public Charter School
2012 and beyond Graduation Requirements*
 (Students entering 9thgrade after September 4, 2007)

IDEA Course	IDEA Graduation Requirements Number of Carnegie Units
English	4.0
Foreign Language	2.0
Mathematics	4.0
Science	4.0
Health and Physical Education	1.5
History/Social Studies	4.0
Art	0.5
Music	0.5
Electives (2.0 of JROTC, 0.5 technology)	3.5
Community Service	100 Hours
Total	24.0

* Please note that this is subject to change based on curricular needs, which are reviewed on an annual basis.

Homework Policy

Homework is an important aspect of schoolwork at IDEA. It helps students prepare for class and extend concepts learned in class. For this reason, homework is given daily at IDEA and makes up 10% of a student's grade each quarter. Late homework will not receive credit unless the student has a documented excused absence. Students with an excused absence (see attendance policy) have two days to turn in homework assignments. Students with excused, long-term absences can make alternative arrangements with the administration. A teacher may adjust this policy at his or her discretion. It is the student's responsibility to speak with his or her teacher about late homework assignments the day s/he returns to school.

Individualized Education Program (IEP)

An IEP is a legal document that sets goals and objectives for students with disabilities. IDEA places students with IEPs in the

least restrictive environments available for those students. The IEP describes the programs and services that will be offered to help these students reach their goals, both academically and behaviorally. Student IEPs will be reviewed annually as required by the Individuals with Disability Education Act of 1997 (IDEA). The IEP team consists of the student, his or her parent/legal guardian, a special education teacher, general education teachers, and other personnel as needed. An eligibility meeting will be completed at least once every three years to determine whether the student is still eligible for special education services, and what services s/he needs. Students and parents/legal guardians are invited to learn more about the special education identification process by requesting a Student Support Team (SST) meeting for potential identification for special education services.

Late Assignments and Alternative Assessment Policy

Timely completion of assignments is important for classroom learning and preparation for college, the military, or the work force. Teachers may choose not to accept late projects. If a teacher chooses to accept a late project/alternative assessment the student may not receive full credit for the work. In case of an emergency, it is the student's responsibility to speak with his or her teachers to ask for additional time, which may be granted at the teacher's discretion.

Library Hours

The library is open in the morning, during lunch, and after school for student use. Students may use the library before, during and after school under the supervision of an adult and with prior approval. To establish an environment supportive of school work, study, research, and enjoyment of books and educational media, students must adhere to the Code of Conduct while in the library.

Make-Up Work, Test, and Quiz Policy

We want students to learn and take responsibility for their schoolwork. Students with excused absences must resume their work the day they return to school. It is the student's responsibility to request his or her work from his or her teacher. Students have two days to complete their assignments for each excused day that they were absent. This includes class notes, handouts, and any other academic work that was missed. Students exceeding five excused absences in a row must see their teachers to create make-up work plans. This is the responsibility of the student. No credit will be given if the plan is not followed correctly by the student. Adjustments to the plan may be made at the teacher's discretion.

Requests for work should be made directly to that subject area teacher.

In-class quizzes and tests may be made up with a documented excused absence. Students have two days to make up quizzes and tests for each day absent. It is the student's responsibility to arrange for this with his/her teacher(s). Adjustments to this policy may be made at the discretion of the teacher(s).

Promotion and Retention Policies

IDEA believes that students' school performance is a significant measure of what they've learned. For a student to succeed at increasing higher levels of school, s/he needs to have a sufficient foundation at his/her present level. IDEA believes it is in a student's interest to build a substantial academic foundation before advancing to higher academic levels.

Students must meet the following criteria to move to the subsequent grade.

	English Credits	Other Credits	Credits for Year
Grade 9 to 10	English 1	Algebra I AND World History 1 OR Science	5
Grade 10 to 11	English 2	Geometry AND World History 2 OR Biology	4
Grade 11 to 12	English 3	Algebra II, Spanish I, JROTC AND US History OR Science	7
Grade 12 to graduate	English 4	All	8

Accordingly, students must meet applicable academic, community service, and discipline standards in order to be promoted to the next grade level. All students meeting these benchmarks are automatically candidates for promotion. Students who do not meet these criteria may become candidates for retention. To receive a diploma, seniors must meet all graduation requirements.

Retention

If a student fails two or more core classes, s/he will be retained at the present grade level. Core classes include English, mathematics, social studies, science, and Spanish.

Student Schedules

Students receive course request forms in the spring of each school year along with the Course Catalog. This is the student's opportunity to select courses for the following school year. Student schedules are created based on student's graduation needs and academic abilities. Students in the senior year have precedents for course scheduling.

Each year a course add/drop period is offered for student schedule changes. To request a schedule change, a student must complete the Schedule Change Request Form in the main office and submit during the add/drop period. All requests will be reviewed, but a request does not guarantee a change in schedule. No schedule changes will be considered after the add/drop period.

Textbook Return

Students are issued textbooks at the beginning of each school year. Textbooks are property of IDEA and must be returned at the end of the school year. Students who do not return the assigned textbooks or who return assigned textbooks in a damaged condition will be charged the cost of replacing the item. Students and parents/legal guardians will not be able to receive final report cards, transcripts, or withdrawal or transfer records until the balance for any missing or damaged textbooks is paid.

Valedictorian and Salutatorian

IDEA selects a valedictorian and salutatorian from the senior class each year. To be eligible, a student must have been enrolled at IDEA for three consecutive school years. The valedictorian will be the student who has the highest grade point average (weighted GPA). The salutatorian will be the student with the second highest GPA.

The IDEA administration may determine that a student does not qualify to be valedictorian or salutatorian if s/he has any discipline infractions or is not in good standing based on his or her conduct record.

Administrative Policies

Attendance Policy

Because daily attendance is vital to success in school, it is very important that students are present and on time every day of school, for the entire day. By enrolling at IDEA, students have pledged to accept our extended hours, and families have agreed to support students in this endeavor.

Student Responsibilities

1. Arriving on time to school each day (fully seated and prepared at the bell)
2. Attending all classes daily
3. Assuming responsibility for behavior which supports regular attendance
4. Coming to school each day ready to learn and prepared with all required materials

School Hours

Our first class begins at 8:30am (optional breakfast is served from 7:30 am-8:20am) and ends at 4pm (or 1pm on Wednesdays).

Students who are absent (excused or unexcused) from school are not permitted to:

- Be on school property
- Participate in school activities
- Attend school activities or afterschool activities

Tardy Policy

Students who are not seated by start bell are considered tardy. The following procedures apply if a student is tardy to any class:

- A student will be marked tardy if s/he is up to ten (10) minutes late.
- If a student is late to class and does not have a pass, s/he may not be admitted to class. Students must report to the security desk to obtain an unexcused tardy pass.
- If a student does not sign in at the security table, s/he will be subject to disciplinary actions. This procedure is necessary because it is the school's responsibility to know where all students are during the school day.
- Students who are absent or tardy to class for more than ten (10) minutes will be considered absent/truant from class and will be issued a consequence.
- Students who are repeatedly tardy to school/class within a week or who are excessively tardy (more than 30 minutes) to school may be issued consequences including but not limited to: loss of school privileges/rewards, detention, in-school suspension, out of school suspension, mandatory school/family meeting, and/or attendance contract.
- Three unexcused tardies will equal one unexcused absence.

Late Arrival Procedures

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- Any student who is not seated in class by 8:30 am is considered tardy to school.
- Parents/guardians are expected to call the front office by 8:45 am to inform the school of their child's tardiness.
- Students should arrive to school with documentation explaining his/her tardiness.
- Tardy students must check in at security, to obtain a tardy pass and present this pass to their teachers in order to be admitted to class.

Early Dismissal Procedures

In the rare event that a student needs an early dismissal, the following procedures must be followed:

1. A parent/legal guardian must send documentation in writing to the attendance officer. The attendance officer will verify the documentation and approve or deny the early dismissal. The student will be considered excused if the dismissal is for a reason that is in accordance with the excused absence policy.
2. If a student becomes ill during the school day, IDEA's on-site nurse may be able to address the student's needs. If a student is too ill to remain in school and needs to leave school, a parent/legal guardian will be contacted. *Early dismissals are only granted when requested from a parent/legal guardian and/or emergency contacts that are documented during the enrollment process. Students are not allowed to leave school by telephone request or written note alone.*

Excused Absences (count towards total number of absences)

- Death in the student's immediate family (verification required)
- Illness of the student (a doctor's certificate is required for a student absent for three or more days)
- Observance of a religious holiday
- Medical reasons such as a doctor's appointment (a doctor's note should be provided when the student returns to school)
- Out-of-school suspension
- Other absences approved in advance by the IDEA administration upon the written request of a parent/legal guardian
- Student employment or related absences are not excused absences

Documenting an Excused Absence

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1. Parents/guardians are expected to call the school's front office by 8:45 a.m. that day to inform the school of their child's absence
2. When a student returns to school after an absence, s/he should bring a note to the main office. The note should include the date(s) of the absence, the reason for the absence, and any required documentation. An original doctor's certificate should be provided for medical appointments scheduled during the school day or absences due to illness totaling three or more days.
3. Letters documenting an excused absence should be turned in quickly in order for the student's attendance record to reflect accurate data.
4. Parents/guardians will be contacted to verify the validity of the excuse note and the note will be filed in the student's file.

Loss of Credit

- Five unexcused absences in any quarter in a particular class will result in an automatic loss of credit for that quarter in that class.
- A total of 10 unexcused absences during any semester in a particular class will result in an automatic loss of credit for the semester.
- A grade of F will be issued to the student for any class in which s/he has exceeded the number of allowable absences.
- Students and parent/legal guardians may appeal a loss of class credit by following the appeals procedure. Appeals procedures may be requested from the academic director. All appeals must be submitted no later than three weeks after the end of any quarter or semester grading period.

Truancy

Truancy is the willful absence from school by a minor (5-18 years of age) with or without parental/legal guardian's approval, knowledge, or consent. A truant is a minor (5-18 years of age) who, without a valid reason and with or without parental/legal guardian's knowledge or consent, does not attend school. A truant is defined as any student who accumulates 10 or more unexcused absences in one school year.

All uniformed law enforcement officers in DC are responsible for truancy enforcement. If the police pick-up a truant, s/he will be transported in a police vehicle to the school.

Truancy is also defined as an absence from school during any part of the school day without the consent of parent and/or proper school officials. A student is truant if he/she:

- Leaves school without permission
- Attends school, but is absent from class without permission (skipping)
- Obtains a pass to go to a certain place but does not report to the designated location

If a student is found to be truant from school:

- Parents/legal guardians are notified of the student's truancy status.
- Parents/legal guardians and students may be required to attend a school truancy conference.

Consequences of Absences

We understand that children get sick and that emergencies come up, but excellent attendance is critical to their education. IDEA's intervention process for absent/truant students, is outlined below. Please note:

- Documentation of all interventions will be filed in a student's permanent file.
- Returned mail may prompt the school to conduct a home visit and/or contact local authorities.
- Calls/alerts are made to parents when a scholar has not arrived to school by 9:30 am and a parent/legal guardian has not called to alert the school of the student's status.
- Students who have five or more absences (unexcused) per quarter will receive a grade of F due to loss of credit.
- If a parent/legal guardian does not show up or refuses to attend an attendance meeting when ample time has been provided, a contract may still be enacted. A copy of the contract will be sent or delivered to the student's home on file.
- If a student has 20 or more unexcused absences (non-consecutive), s/he will be automatically unenrolled from IDEA.
- If a student is absent for 10 consecutive days, unexcused, s/he will be automatically unenrolled from IDEA.
- If a student has 15 or more unexcused absences (consecutive or non-consecutive), the school may make a referral to Office of the Attorney General and Truancy Court.

Students who are unenrolled will not be eligible to return to IDEA for the school year in which they were unenrolled (For more information, see the Withdraw/Enrollment policies).

Attendance at School Events

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Currently enrolled IDEA students are permitted to attend school-related events without the presence of a parent/legal guardian. Individuals under age 18 who are not currently enrolled students at IDEA are not permitted to attend any IDEA events unless accompanied by a parent/legal guardian. Students under age 18 may attend special events including, but not limited to, prom, graduation, and others as warranted by the IDEA administration without a parent/legal guardian if they have met the criteria established by the IDEA administration for the specific event. Any current student who is serving an out-of-school suspension is not permitted to attend any IDEA event while serving the suspension. Any student who has been expelled from IDEA is prohibited from attending IDEA events on- or off-campus.

Backpacks and Book Bags

Backpacks, book bags, and bags of any kind may not be worn or carried throughout the school day. Students must store their backpacks and book bags in their lockers. Students may carry a small purse that is no larger than the size of a shoebox and cannot fit a textbook.

Building Hours

IDEA is open and available to students as much as possible. Following dismissal of regular classes, students are encouraged to use the school building for learning and extracurricular purposes.

During the school year, the building opens at 7:30 am for students. Breakfast is served starting at 7:30 am and ends promptly at 8:00 am. Students who arrive before 8:20 am must report to the cafeteria. Students are not allowed anywhere else in the building before 8:20am unless they have a signed pass from a teacher or staff member, or are under the direct supervision of an adult.

Students are dismissed at 4:00 pm Monday, Tuesday, Thursday, and Friday. If a student chooses, or is otherwise required to stay after school, s/he must be under the supervision of an adult by 4:05 pm or must leave for the day. On Wednesdays, students are dismissed at 1:00 pm. Students may only stay after school on Wednesdays if they have a pass from a staff member and must be under the supervision of an adult by 1:05 pm or must leave for the day.

Students are expected to leave the building in an organized and respectful fashion. Students should be aware that all Code of Conduct rules apply when they are leaving the building and on the school grounds, and continue to apply until they have arrived at their home or other destination. Students who violate the Code of

Conduct on their way home or to school may be subject to disciplinary action.

Closings and Delays

IDEA follows all DCPS school delay/closing decisions. Information regarding school closings due to snow, excessive heat, or any other reason, as well as other emergency information related to the school, will be announced on local radio and television stations.

In the event that the school is closed for more snow and/or emergency closing days than allotted per each calendar year, a contingency plan will be enacted to restore academic days.

Electronic Devices

We believe that creating a learning environment that is free of distractions is paramount to a student's ability to achieve his or her academic best. Each day, the staff at IDEA will do our part to eliminate any influences that may decrease a student's time on task. Cell phones, radios, iPods and MP3 players, CD players, video game players, iPads, tablets, e-readers, and other electronic devices must be turned off and stowed prior to entering the school building. Electronic devices are not permitted in common areas, hallways, classrooms, and the cafeteria during school hours. If a student brings any of these items to school, s/he will be required to leave them in his or her locker until dismissal at the end of the day.

Consequences will be issued for any violation of the electronics policy. This means that if a staff member observes a student using, being in possession of (even if it falls out of a pocket), or suspects the presence of (e.g. in pocket or bag) any prohibited electronic device, the following consequences will be issued:

First Violation: The item will be confiscated and given back only when the parent/legal guardian comes by to pick it up and electronics contract is signed by student and parent/legal guardian.

Second Violation: Forfeiture of the electronic device for a period of 1 month (30 academic/school days). The item will be given back only when the parent/legal guardian on file comes to pick it up.

Third Violation: Forfeiture of device for the remainder of the school year.

Parent/legal guardians who need to reach their child (or vice versa) should communicate via the front office only. The school

will not be responsible for lost, stolen or confiscated prohibited electronic devices.

*In order to pick up confiscated items, parents/guardians must contact the front office to set up a time to do so.

Emergency Contact Information

All students must have Emergency Contact Information on file, listing the names and phone numbers of any adults (over age 18) who may be contacted in the case of an emergency. It is the parent/legal guardian's responsibility to keep this information accurate and current. Students and/or student records will not be released to any individual not listed on the Emergency Contact Information. Changes and/or updates to the Emergency Contact Information must be made in writing by the primary parent/legal guardian. Verbal changes will not be accepted.

As student safety is our number one priority, guardians and families are expected to notify the school immediately if contact information changes. At least once per quarter, families will be required to verify/update their contact information with the front office staff.

If the school is unable to establish contact with a student's parent/legal guardian after multiple attempts, additional steps may be taken including conducting a home visit (announced and unannounced) and contacting authorities.

Enrollment

Students are enrolled according to the enrollment procedures set forth by the DC Public Charter School Board. To be enrolled, a student must complete all necessary documentation and provide current proof of residency and medical and immunization records. Failure to provide necessary documentation will result in a loss of enrollment slot.

Current students must complete an Intent to Enroll form annually by the set date. Failure to complete the Intent to Enroll form will result in a student losing his or her slot for the upcoming school year. The student will have to begin the enrollment process as a new entering student and may be placed on the waitlist. Families may only apply once for each child. Multiple applications for a single student will be discarded. Applications and waitlists do not carry over from one year to the next.

Students who wish to attend IDEA, but who have been unenrolled from IDEA in previous years for any reason may be required to meet with the school's administration to review expectations for attendance, academics and behavior, prior to attending IDEA.

Entering and Exiting the School

IDEA strives to maintain a safe and organized educational environment with minimal impositions on our community, so there are rules for entering and exiting the building.

Students, family members, and guests must enter and exit through the main school entrance facing 45th Street. Students must have their current school identification card in order to enter the building each day and must present their IDs to security and IDEA staff when entering the school.

Family members and guests entering the school must report to the security desk to sign in, and then proceed to the main office. Before a family member or guest exits the building, s/he must sign out at the security desk. Students must exit the building from the main school entrance facing 45th Street. After a student leaves the building for the day, s/he will not be allowed to re-enter the building that day. Students are not permitted to stand, loiter, or socialize outside the school building before or after school. Students must comply with requests to vacate the premises when given by any staff member, administrator, or the school resource officer. These rules help the security staff maintain the safety of the school.

Harassment and Sexual Harassment Policy

IDEA is committed to providing all students with a safe and supportive school environment. Members of the school community, including teachers, students, administrators, and staff are expected to treat each other with respect at all times. This directive is issued to provide guidance on conduct that might give rise to complaints of harassment generally, sexual harassment specifically, and the steps that school officers, parent/legal guardian, teachers, and students should take in responding to such conduct or complaints.

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

Sexual harassment of students and employees is prohibited at IDEA. Sexual harassment includes, but is not limited to, unwelcome sexual advances, verbal sexual behavior, or nonverbal sexual

behavior that substantially interferes with a student's education, or creates an intimidating or hostile environment.

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

Harassment generally, and sexual harassment specifically, of students by employees is specifically prohibited by this directive and IDEA policy. Such conduct by employees will be subject to adverse action provisions as set forth in the Faculty Handbook, and may lead to adverse action including termination of employment.

Complaints of harassment generally, and sexual harassment specifically, of students by students, employees or other persons may result in an allegation of denial or abridgement of student rights as set forth in the IDEA Code of Conduct. When necessary, students and parent/legal guardians may avail themselves of the student grievance procedures. Any student who feels s/he has been harassed should report the incident to an administrator as soon as possible.

Lockers

Each student will be issued an IDEA locker. Each student's locker is school property. Students are not allowed to use their own locks on these lockers. Students are not permitted to share lockers or give their locker combinations to other students as each student is responsible for any item found within his or her assigned locker, as well as for any items missing. As lockers are IDEA property, they may be searched by school officials at any time. Lockers will be cleaned out on the last day of school each year and any remaining contents will be disposed of. IDEA is not responsible for any items lost from lockers.

Lost and Found

The lost and found box is located in the main office. Students must ask a staff member for assistance with the lost and found box either before or after school or at lunch. At the end of each month, the items in the lost and found box will be donated or discarded. IDEA is not responsible for lost items or items in the lost and found box. Any item(s) confiscated by school staff/faculty must be claimed within the month or it will be discarded.

Materials Policy

The school provides a variety of materials to aid students' learning. Students must use these items with care and respect, as they and their parent/legal guardians are responsible for the cost of any school property that is lost or damaged. Students purchase their own notebooks, folders, pens, pencils, paper, and other necessary school supplies.

To enhance their organizational skills, all IDEA students are required to carry an IDEA-issued agenda book to each class/subject during the school day. Agenda books can be purchased for \$10 at the beginning of the school year. If a student loses or misplaces his/her agenda book, a replacement agenda book must be purchased for \$5.

Non-Discrimination Policy

IDEA PCS does not discriminate on the basis of race, color, religion, national origin, sex, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income, disability, or age in its programs and activities, and provides equal access to the Boy Scouts and other designated youth groups.. The following person has been designated to handle inquiries regarding the non-discrimination policies: Executive Director, IDEA Public Charter High School, 1027 45th Street, NE, Washington, DC 20019. Phone: 202-399-4750.

Prohibited Items and Searches

Drugs, alcohol, tobacco products, weapons, sharp objects, and other potentially dangerous substances or objects that are, or could be, intended to inflict harm are prohibited. Possessing or using prohibited items is grounds for expulsion.

As part of our continued effort to protect the safety of all members of the IDEA community, the school reserves the right to search any student's back pack, purse, locker, shoes, cell phone history, photos on cell phones, any item of theirs that has pockets or any area that could conceal an item or information that is banned from school (e.g.. drugs, weapons, stolen items, cell phones that are on, etc.) To that end, IDEA also reserves the right to use sniff dogs and the assistance of local law enforcement to search lockers and other parts of the building and campus property, if deemed necessary. If appropriate, the school may contact local authorities, who may take legal action.

Residency Verification

All parents/legal guardians must prove DC residency in order to enroll a student. If there are any residency disputes, the guardian has three calendar days to submit the additional

documentation. If residency cannot be proven by this time, additional steps may be taken by the school, including but not limited to conducting home visits and contacting city authorities. Additionally, the child may automatically be de-enrolled. DC residency must be proven by the legal guardian. If anyone besides the birth mother or birth father is proving residency, legal documentation must be submitted proving guardianship. IDEA may institute a residency investigation upon receiving evidence that a family is not living in the District of Columbia.

Falsifying documents will result in immediate withdrawal and a referral to the Office of the State Superintendent of Education.

Safety and Security Checks

Upon entering the school, all students and visitors are expected to comply with the safety and security protocol set forth by the security team, including passing through the metal detectors and having his/her bag searched. Prohibited items will be confiscated and if appropriate, legal authorities may be contacted.

Student Activities

Throughout the school year, students have the opportunity to participate in various activities in and out of the school building. These activities may include a field trip, guest speaker, prom, senior class trip, or other school-sponsored events both during and after school. Students must meet eligibility criteria to participate in the event. Criteria for each event are determined on a case-by-case basis and students are informed of the criteria prior to the activity. Criteria include a student's:

- Academic standing and performance
- Behavior record according to IDEA's Code of Conduct and the discretion of the administration
- Other criteria determined by the administration as pertaining to the event

Student Fees

Student fees accumulated during any school year must be paid in full to receive final report cards, transcripts, or school records when graduating, withdrawing, or transferring a student. Senior students with an outstanding balance will not be allowed to participate in graduation activities. If students have outstanding bills, they may not be able to participate in school activities throughout the school year or in subsequent school years.

Families receive updates of student account bills throughout the school year. Student fees are assessed for the following:

- Textbooks and class readers/novels (lost or damaged)
- School agenda book
- Lunch and breakfast bills
- School uniforms, IDs, and supplies
- Student testing fees (PSAT, SAT, ACT, AP exams)
- Student consumables (workbooks, lab materials, any other supply provided to a student)
- Senior fees including graduation, prom, senior trip
- Any other item where a fee is assessed by the school

IDEA only accepts cash, money orders, or cashier's checks. We do not accept personal checks or credit cards for any reason.

Student IDs

Each student in the high school will be provided with a photo ID card to identify him/her as a properly enrolled student at the school. This card shall be visible and shown upon request by any IDEA staff person. Students will be required to carry the ID badge with them during school hours and when attending all school events. Students who refuse to present their ID upon request may face disciplinary consequences. Students who lose their ID card will be required to purchase another card for \$5, each time it is lost. All bills must be paid in accordance with the school's student fee policy.

Student Privacy

IDEA will comply with all DC regulations regarding student privacy. We respect the privacy of all parents/legal guardians and students in regards to student records.

Telephone Use

In order to eliminate the disruptive effect of cell phones and telephones on learning, IDEA does not permit use of these items during the school day. There are no telephones available for students at IDEA. In the event of an emergency, a staff member will contact a parent/legal guardian on the student's behalf. If a parent/legal guardian needs to contact his or her student with an emergency message, the parent/legal guardian must call the main office and leave a message with the main office staff. A staff member will take the message and relay it to the student as soon as possible. If a student has an emergency and absolutely needs to use a telephone, s/he is to report to the office with a pass and ask to obtain permission to use a telephone. Students may not use cell phones or pagers in the school building at any time, as this is a violation of the Code of Conduct.

Uniform Policy

Virtually all professions have either explicit or implicit standards of dress, and IDEA is no exception. Students must abide by the school's dress code every day.

Students are required to wear a school uniform each day. The uniform shirt must be purchased from Risse Brothers School Uniforms at 1-888-923-0700 or online at www.rissebrothers.com. During cold weather months, students may only wear the IDEA uniform sweater or jacket, also available from Risse Brothers School Uniforms. Financial assistance for uniform purchases is available if needed.

The student uniform policy also requires additional items that must be purchased by the student or his or her parent/legal guardian. Please consult the daily uniform code below.

Daily Uniform Code

Student must be in full uniform when they enter the school building. If a student is not in full uniform, s/he will be required to correct the issue. Disciplinary action will be taken if a student is not in full uniform by the time school starts, or has not made arrangements to be in full uniform.

Each day, students must wear:

- School/Student ID
- Gray polo with IDEA logo or white button-down shirt with IDEA logo that remains tucked in at all times
- Black khaki pants (no cargo pants allowed)
- All-black or All-white dress shoes or dress sneakers (including laces)
- All-black belt

JROTC students must wear the JROTC uniform on the designated day of the week (Wednesdays), and in the manner outlined by JROTC regulations.

Specific Uniform Requirements

Student ID MUST:

- Be presented to security upon entering the building
- Be visible and worn at all times

Student ID must NOT:

- Be worn on a chain or any distracting or unsafe fastener

Pants/Bottoms MUST:

- Be all black, made of khaki material
- Be worn appropriately at the waist
- Be neat and clean and free of visible debris, dirt or residue

- Cover lower torso (no skin showing on lower back)
- Fit appropriately
- Be wide enough to fit over shoes and boots

Pants/Bottoms must NOT:

- Be a skirt or a jumper
- Be cut-offs, shorts, skorts, capri pants, jeans, skinny jeans, cargo pants, or made of leather, pleather or plastic materials
- Be made of denim, fleece, legging, tight or spandex material or corduroy
- Be rolled up at the ankles
- Sag or be too tight or too loose
- Have chains, beading, ties, embroidery or additional decoration
- Have multiple pockets such as cargo pants
- Be rolled up (both or one leg)
- Be tucked into shoes/boots

Belts MUST:

- Be all-black
- Have a plain buckle
- Be worn appropriately through the belt loops of the student's pants

Belts must NOT:

- Have designs, inappropriate language, graphics, stickers, patches, chains, attachments
- Be battery-operated, electronic, or made of chains
- Be larger than 2in x 2in

Tops MUST:

- Have the IDEA logo visible
- Be tucked in at all times
- Be neat and clean and free of visible residue or debris

Students may wear the IDEA logo uniform sweater or jacket
 Students may wear plain white, plain black or plain grey t-shirts under their IDEA shirt.
 Absolutely no writing or logos are permitted on undershirts.

Tops must NOT:

- Be too loose or too short to be tucked in
- Be too tight
- Reveal undergarments
- Have holes or debris

Outerwear MUST:

- Have the IDEA logo visible

- Be neat and clean and free of visible residue or debris

Students may wear the IDEA logo uniform sweater or jacket during the school day

Outerwear must NOT:

Be non-IDEA sweaters or sweatshirts worn during the school day.

Students must store their outerwear in their lockers.

Outerwear that does not follow the IDEA uniform expectations will be confiscated and stored in the lost and found. Students are solely responsible for retrieving their items at the end of the day. IDEA is not responsible for items that are lost, misplaced, or stolen.

Shoes MUST:

- Be ALL-black OR ALL-white
- Be dress shoes or sneakers

Shoes must NOT:

- Be heels, wedges, platforms or footwear that are taller than 2 inches
- Be flip-flops, thongs, crocs, slippers, open toed or open backed
- Have different colored laces
- Have pant legs tucked into them
- Have logos, or graphics or colors, including on the laces

Socks, stockings, tights MUST:

Be neat, clean, and free of holes

Socks, stockings, tights must NOT:

- Be fishnets or leggings
- Have tears, rips, or holes

Standard Uniform and Dress Down Clothing Expectations

The expectations below will remain in place throughout the school year, regardless of the day or theme during dress down days (e.g. class color day, pajama day, jeans and sneakers day). Any uniform issues may be addressed by any member of the IDEA team and will be addressed immediately. If a student's dress or appearance is such that it constitutes a threat to the health or safety of others, distracts the attention of other students or staff from their work, or otherwise violates this dress code, the school may require the student to change his/her dress or appearance.

- Hats, sweatbands, ties, scarves, headbands, sun visors, bandanas, skullies, headwraps, bonnets, do-rags, hair picks, and headscarves are not to be worn and must be kept in student lockers during the school day. These items may never

be worn in the school building, even when entering or exiting.

- Jewelry, including necklaces, bracelets, earrings, and belt buckles, that is distracting and/or contains inappropriate wording or is nonverbally suggestive is not allowed. As general guidelines, earrings should not be larger than a quarter, no more than one bracelet per arm, and necklaces must be tucked into uniform shirts.
- Students wearing make-up should use natural and neutral colors only. Bright pink, bright red, green, blue, purple, black, etc. are not allowed. Students will be instructed to correct their appearance if the administration deems it necessary.
- Excessive or distracting facial piercings are not allowed.
- Any item with profanity or that refers to alcohol or drugs, or that is sexually suggestive is not allowed.
- Any article of clothing, accessories, or markings on clothes or skin that could be perceived as gang or crew related is not allowed at any time.
- Pants/bottoms must be free of rips, tears, or chains.
- Pants must be worn at the waist and underwear may not be exposed.
- Sunglasses, large purses, and backpacks must be kept in lockers.
- Clothing may never have low necklines or expose undergarments, cleavage, backs, or midriffs
- Clothing may never be halter tops, tank tops, sleeveless, strapless, spaghetti straps, or see through
- Other inappropriate items determined by an IDEA administrator will not be allowed.

Allowed With Approval

Religious/cultural head wraps must be individually approved by an administrator. Any other uniform exceptions for religious reasons must be documented by a parent/guardian and approved by a member of the administrative team.

Physical Education Dress Requirement

Students enrolled in PE class are required to wear appropriate PE attire. Students are expected to dress for class even when they are limited from participating physically (unless permanent or temporary handicap makes it impossible). Classes may be held outdoors in the fall and spring. Students should come to class prepared daily with jacket, sweatshirt and/or sweatpants as necessary for the weather. IDEA PE uniform consists of:

- White T-shirt (no lettering/logos)
- Plain black shorts (no lettering/logos) OR black sweat pants

- Sneakers with laces

No jewelry should be worn during class because it can pose a safety hazard.

Dress Down

Throughout the school year, students may earn the opportunity to dress down. These are limited events and specific clothing guidelines will be outlined ahead of time and must be followed. Students who do not follow the guidelines may be sent home or instructed to correct the issue. Disciplinary action may be taken if a student is not in full uniform, or has not made arrangements to meet the dress down criteria or be in full uniform, by start of the school day. Students may elect to wear their school uniform on dress down days.

Title IX

In compliance with Title IX of the Education Amendments of 1972, IDEA does not discriminate on the basis of sex or age in the employment of, or admission to, any education program or activity.

Transportation

Parents/legal guardians are responsible for students' transportation to and from school. Monthly bus passes may be purchased during designated times. Students waiting for parents/legal guardians to pick them up after school or from a school-related event may wait in the cafeteria with a staff member. Students may not wait in any other area.

Video Surveillance

IDEA is secured with video surveillance equipment. Video cameras record and monitor school activity before, during, and after school. Students and/or visitors to the building should not have the assumed right to privacy. Video footage will be reviewed as deemed necessary by school administration, deans, and/or security. Video footage is the property of IDEA and will not be released except to law enforcement. To ensure the privacy of all students, the school will not honor any requests to view video footage by anyone except law enforcement.

Visitor Policy

Family members of students and other guests are welcome at IDEA. Given national incidents of school violence, IDEA has established the following policy to ensure the safety of all members of the school community:

All visitors, including guardians, family members, former students, and former staff members must pass through the security check point, present current identification to be photocopied, and sign in and out at the security desk at the school entrance, every time they wish to enter the building.

Once signed in, the visitor, regardless of the purpose for the visit, must proceed to the main office to receive a visitor's pass and further instructions.

All visitors, other than a student's documented guardian, must show proof that the guardian has granted him/her permission to speak with, see, or receive information regarding the child; and explain the purpose for the visit.

Any visitor wishing to visit a current student must be included on the student's Emergency Contact Form. The school will not allow anyone to see, speak with, or receive information about a student if s/he is not included on the form. Any changes to the Emergency Contact Form must be done so in writing from the parent/legal guardian listed as the primary contact for the student.

A visitor wishing to meet with a teacher or another staff member should make an appointment in advance with that person.

Visitors who wish to observe a classroom will be expected to attend an orientation meeting with a school administrator, prior to the observation. As a courtesy, we ask that visitors make an appointment for a classroom observations at least 24 hours in advance.

IDEA believes that maintaining a professional and safe environment is paramount to ensuring a high quality education and we kindly ask that visitors do not engage in any behavior that may disrupt discipline or instruction. If any visitor, including parent/legal guardians engages in disruptive, threatening, or inappropriate behavior while on school property, or directs such behaviors towards any IDEA student or staff member off of school property, they can be removed from the building, permanently barred from the building and school related activities. Further, the police may be called, and a restraining order may be filed. Visitors who do not follow the procedures outline in this policy will be considered trespassing on school property and may face consequences.

Withdrawal (Mandatory or Self-Selected)

Students may withdraw from IDEA during, before, or after the school year. Students who wish to withdraw must complete the Withdrawal Form, return all assigned textbooks, and pay all outstanding school fees. Parent/legal guardians must provide proof

of enrollment in a subsequent school. Failure to do so will result in the student being considered truant or a drop-out. Proper truancy protocols will be followed. IDEA cannot release student records if the process is not followed.

Students who withdraw from IDEA at any point may not re-enroll during the same school year. Students must begin the enrollment process as new students for subsequent school years. Such students will be evaluated on a case-by-case basis by the school administration pending evaluations, including a transcript review, attendance, and disciplinary data. Students who are scheduled for disciplinary hearings and elect to withdraw may not be eligible to re-enroll in any subsequent year. Students who are expelled from IDEA may not be allowed to re-enroll in any subsequent year.

Health and Wellness

Communicable Diseases

The DC DOH does not permit students to remain at IDEA if they have a communicable disease or symptoms of a communicable disease. Parents/legal guardians should notify the school's nurse within 24 hours after the student has developed a known or suspected communicable disease. If a student is found to have signs or symptoms of a communicable disease, a notice will be sent home to all families indicating the disease and the nature of the illness. The names of any ill students will not be shared. All information about communicable diseases is confidential.

The following communicable diseases must be posted or reported:

- Chicken pox/varicella
- Conjunctivitis, infectious (pink eye)
- Diarrhea: viral, parasitic, or bacterial (e.g., E. coli, Salmonella, Shigella, Rotavirus, Norwalk agent, Enterovirus, Giardia)
- Diphtheria
- Fifth Disease/Erythema infectiosum
- Haemophilus influenzae type B (Hib)
- Hepatitis A
- Hepatitis B
- Hand, Foot, and Mouth Disease
- Herpes simplex virus stomatitis (severe case of oral herpes)
- Impetigo
- Influenza (the flu)
- Lice
- Lyme Disease
- Measles

- Meningitis, viral or bacterial (e.g., meningococcus, enterovirus)
- Mumps
- Pertussis (whooping cough)
- Rabies
- Rubella
- Ringworm of scalp or body
- Scabies
- Stomach virus
- Strep throat/Scarlet fever
- Tuberculosis
- Typhoid Fever

Drug Policy

IDEA maintains a drug-free environment. Our Code of Conduct requires IDEA to take disciplinary action against any student involved with drugs. IDEA will also take rehabilitative action in such cases through referrals to appropriate agencies. In accordance with the IDEA Code of Conduct, any student suspected of being under the influence of drugs or in possession of drug paraphernalia will be suspended from school and a disciplinary review hearing may result.

Food, Drink, and Gum

The health of our students and community is important to us. Therefore, students may not bring in unhealthy food or drinks such as soda; candy; energy drinks, other sugary, carbonated, or caffeinated drinks; or messy foods such as sunflower seeds, into the school building. Such foods will be confiscated upon entry of the school building and discarded at the cost of the student. Additionally, students may not enter the school building with any open container of food or drink. Students will be instructed to discard the open or unwrapped items prior to entering the building. These rules apply before, during, and after the school day.

Students may not have food or drinks outside of the cafeteria. If a student brings his or her lunch, s/he may carry it in the hallway to and from lunch in closed or sealed containers or wrappers, but at no other times. Food may not be stored in school refrigerators or storage units at any time of the day. All food or drinks must be stored in a student's locker during the school day except during his or her lunchtime. Food will not be mixed, heated or cooked for students at any point before, during or after school.

At no time during the school day are visitors allowed to provide students with outside food. Students who have dietary

restrictions must present a doctor's note stating the food restrictions to the school prior to the start of the school year.

Energy Drink Defined: A beverage that is not meant to replenish the sugar and minerals lost from the body during physical exercise, but instead act as a stimulant. It is intended to increase a person's energy level and is designed to give the consumer an increased amount of energy by using a combination of caffeine, methyl xanthenes, B vitamins, processed sugar and/or exotic herbal ingredients. Some, but not all energy drinks may be labeled with the wording such as "energy," "energy booster," or similar phrases.

Gym Facility and Physical Education Program

IDEA's campus includes a state-of-the-art facility for student use in the physical education program and athletic program. All students are required to complete 1.5 credits of health and physical education to meet graduation requirements. Students must meet the athletic eligibility guidelines to participate in school-sponsored athletics. The school has established guidelines and policies guiding the use of the gym facility and physical education classes to ensure the safety of all students and staff. These guidelines are subject to change.

Fitness Room

All PE students will be trained on the use of equipment in the fitness room. Students are not allowed in the fitness room unsupervised. Abuse, destruction, or misuse of equipment will not be tolerated. The fitness room should be left clean. After use, use the appropriate wipes to clean the equipment. All balls, weights, and other apparatus must be returned to the proper place.

Gymnasium and Fitness Center Rules

IDEA rules as specified in the Code of Conduct are applicable to the athletic facility including the gym, classrooms, locker room, and fitness room. Additionally, the following rules will apply to the gym and fitness room:

- Only sneakers are allowed on the gym floor and in the fitness room
- Sneakers must be laced and tied securely
- No balls of any kind hit off walls
- No throwing of objects
- No horseplay
- No gum, candy, seeds, or other food or drink are permissible in the facility

- Water bottles are allowed when working out and during PE class as specified by the supervising teacher and/or coach
- Students may not leave the gym or fitness room without permission
- Students must use appropriate language at all times
- Excessive, rough, or dangerous play will not be tolerated at any time
- Actions that are unsafe to oneself and others will not be tolerated
- Equipment must be used safely and properly and with the direct permission and supervision of the teacher

Health Services

The nurse is responsible for coordinating all medical and nursing services provided in the school. Nursing services include health assessments, health counseling, health care referrals, emergency care, first aid, and supportive health and safety education for all students and school personnel. The nurse or trained staff may administer medication with a physician's authorization and parent/legal guardian consent. Students must have on file a medication authorization form that can be obtained from the nurse.

The Health Suite is located on the second floor in a central location for all students. Students will not be admitted to the Health Suite without a valid pass from a teacher. The nurse will sign the pass noting the arrival time and the length of stay. The student must give the pass to his or her teacher upon returning to class. If the nurse determines that a student is too ill to remain in school, she will contact the child's parent/legal guardian. Students who are ill may not leave the building without written authorization from the attendance office.

Immunizations

Students must be up to date on all immunizations recommended by the District of Columbia Department of Health (DOH). If you do not want your child immunized for medical or religious reasons, you must fill out the appropriate exemption forms available from the nurse. Students who do not have up-to-date immunizations will not be permitted to attend school.

Injuries

All injuries sustained in physical education (PE) class should be immediately reported to the teacher so that proper action can be taken. Horseplay during class, in the locker room, or in any other facility, will not be tolerated.

Lunch

There is a cost for lunch that is served each day. Students who consume a lunch will owe the school any costs associated with the meal. Students may also bring their own lunch if they wish, although refrigeration or re-heating is not provided by the school. IDEA is a closed campus; students may not leave campus to obtain food nor are they permitted to order food for delivery. Students are not permitted to eat or drink outside of the cafeteria. Visitors may not bring students food at any point during the school day.

Free and Reduced Price Meals forms are part of the enrollment process for each upcoming school year. The only method of receiving free or reduced price lunch is to complete these forms each school year. Forms are available through the enrollment process or from the main office. Failure to complete a form or provide missing information is the responsibility of the parent/legal guardian. The school is not responsible for a parent/legal guardian's incomplete or missing forms.

Students who eat any school meal will be assessed appropriate fees. The school does not deny a student a school meal if s/he requests one.

Students with food allergies must bring in documentation of the allergy and provide it to the nurse and front office staff.

Mandated Reporting

Student safety is our first priority at IDEA. Because schools are mandated reporters of child abuse and neglect, we will call the Child and Family Services Child Abuse and Neglect Hotline if:

- A student tells a staff/faculty member that s/he is being abused at home, there is drug use in the home, s/he has been sexually abused, s/he is engaging in child pornography or prostitution, s/he has witnessed domestic abuse, s/he is being threatened at home, or s/he does not want to go home because s/he is afraid.
- A student threatens suicide or threatens to kill or seriously harm another person.
- A staff member sees physical signs of abuse such as bruises, burns, fractures, etc.
- A staff member notices signs of neglect including lack of basic food and clothing, inappropriate hygiene, lack of appropriate supervision, lack of medical treatment, or that the child is residing in an inappropriate or dangerous environment.
- A student is engaging in risky behavior (including sexual behavior, drug use, etc.) and the parents/legal guardian are not able to or are unwilling to intervene.

- A student has 10 or more unexcused absences or an extreme tardy problem
- A student is being kept from school to care for family members or to do chores or work around the house.
- A student is not attending school because s/he is holding a job.
- Parents/legal guardian are repeatedly not returning phone calls, responding to notes or letters home, or are not coming to school for meetings.

Medical Exclusion Criteria

Children may not attend IDEA if they have any of the following signs or symptoms:

- Any illness that prevents the child from participating comfortably in the school program
- Any illness that results in a greater need for care than staff can provide without compromising the health and safety of other children
- Fever (over 100 degrees by mouth, ear, or rectally)
- Difficulty breathing (e.g. uncontrolled asthma attack)
- Lethargy, irritability, persistent pain, or other sign of possible severe illness
- Vomiting (two or more times in the past 24 hours)
- Mouth sores associated with drooling (e.g. herpes stomatitis)
- Contagious rash (chicken pox, impetigo, scabies, ringworm of the scalp)
- Rash with fever or behavior change
- Infectious conjunctivitis (pink/red eye with white or yellow eye discharge)
- Head lice
- Sore throat and swollen glands to the point of discomfort and difficulty eating
- Persistent cough that interferes with activities

If the school nurse or IDEA staff/faculty suspect or learn of a student with a communicable disease, contagious symptoms, or any of the above signs/symptoms, the student must submit a physician's note indicating that s/he is eligible to be in school. Students will not be permitted to return to school activity without a physician's clearance.

Medical Excuse

Students in physical education class may be excused from participating in class because of illness or injury up to three days per semester by written note from parent/legal guardian, or the school nurse stipulating the number of days. Students will still be required to dress for class (unless the medical situation

prohibits the changing of clothes). Additionally, students will be required to participate in activities that do not interfere with their medical situation when possible or complete alternative tasks or activities when injury prohibits participating in class activities.

For more than three days of not participating due to illness, students are required to have a note from their doctor. These notes should be presented to the PE teacher and the school nurse. The teacher will make arrangements for the student to complete alternative physical education assignments.

Medication

The school nurse and/or trained staff may administer medication to students while in school. Students must have a current Medication Authorization Form signed by a current physician on file. No medication will be administered unless you have completed a Medical Authorization Form. The form must be completed each school year.

Prescription medicine—Prescription medicines will be administered by the nurse or trained staff only if left in the original container and only according to the instructions on the container. Students who are given medication to take or hold during the school day must provide the doctor's instructions as well as the medication directly to the nurse immediately following their entrance into the school.

Non-prescription medicines—IDEA staff and/or nurse will not administer any nonprescription medication without a note from physician. Please cooperate by not asking our staff to administer drugs without instructions from a physician.

Students must secure all remaining medication by the last day of school from the school nurse. Any medication left after the last day of school will be discarded.

Student and Family Rights and Responsibilities

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parent/legal guardian the right to access to their children's education records seek to have the records amended have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA

transfer from the parent/legal guardian to the student. The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.

Grievance Policy

IDEA places a high value on the input of parents/legal guardians, and encourages any parent/legal guardian to offer feedback on any aspect of the school program. If you are a parent/legal guardian who has a grievance, you are encouraged to contact the appropriate school staff member to discuss the area of concern. If your concerns are not addressed, please feel free to contact the following school leaders at IDEA:

Executive Director John Goldman jgoldman@ideapcs.org
Principal Justin Rydstrom rydstromj@ideapcs.org
Director of Academics Lanette Bacchus bacchusl@ideapcs.org

If the leaders within the school are unresponsive, parent/legal guardian should address their concerns with the school's Board of Trustees.

Chair, Board of Trustees - David Owens - DOWens@eei.org

If the school's Board of Trustees is unresponsive, the parent/legal guardian should then contact the DC Public Charter School Board (PCSB). The parent/legal guardian will be asked at that time to document (notes from conversations, emails, correspondence) their communications with school leaders and the Board. PCSB staff will immediately contact the school to get input from the appropriate school personnel, and will determine if further PCSB action is required. PCSB staff will inform the parent/legal guardian or community member of the PCSB's determination. *See Appendix I on page ## for more details on the grievance policy and grievance form.*

Homeless Students (McKinney-Vento Act)

IDEA provides services for students who qualify as homeless under the McKinney Vento Act. Families receive information on the McKinney-Vento Homeless Education Assistance Act annually. The school's McKinney-Vento liaison acts as the main point of contact for families and government agencies. Referrals may be made to the appropriate administrator or McKinney-Vento liaison.

The McKinney-Vento liaison annually informs staff and parents/legal guardians of steps to take when referring a child for assessment, common signs of homelessness, and services that will be made available to all identified students. Referrals and assessments will be ongoing throughout the year. Once a student is successfully identified, the liaison—in cooperation with school

staff—ensures and records that all services are being rendered to the student if need is presented. Metro cards, uniforms, and supplies will be handled through the office of the liaison. All students, regardless of situation, are tracked academically through their advisory. If a student requires an Individualized Education Program (IEP), through the DCPS Office of Special Education, s/he will receive special education in a timely manner through the Office of Special Education. On a quarterly basis, the McKinney-Vento liaison will check in with all students identified as homeless to verify that services are being provided. If, at any time, a disciplinary hearing is required due to an identified student's actions, the liaison will sit in on the meeting to verify that those actions were not as a result of his or her living situation.

All identified students will be re-assessed annually, unless a change in living situation is presented to the school.

Disciplinary Policies and Procedures

Discipline Policy/Code of Conduct

Each student is an important and valued member of the IDEA Public Charter School community. In order to be a member in good standing, one must embody in word and action the following principles that guide who we are as a community:

- We are prepared to learn and do our best
- We respect ourselves, each other, and our community
- We take responsibility for our actions and learning
- We work together to resolve challenges in thoughtful and meaningful ways
- We celebrate our individual and collective successes

In order to live out these principles, IDEA students must consider that their actions affect not only their own and their family's reputations, but also the reputations of everyone associated with IDEA. For this reason we advocate good behavior within the school and in the larger community. Good behavior is defined as a fundamental understanding of right and wrong, respect for the rights and property of others, and the exercise of common sense. With that in mind, we have created these discipline policies to ensure that the school functions in a manner that supports a superior learning environment and student achievement.

The IDEA Code of Conduct is provided so that students and families understand our expectations and the consequences for failing to meet these expectations. Enrollment at IDEA means that students have accepted its disciplinary procedures and agree to conduct

themselves appropriately. Their conduct must be consistent throughout the school day, during after school programs, at any school-sanctioned event on- or off-campus, and via cyberspace.

Students should also be aware that all Code of Conduct rules apply when they are travelling to and from school, when they are leaving the building, while they are on the school grounds, and continue to apply until they have arrived at their home or other destination. Students who violate the Code of Conduct on their way to school or on their way home from school will receive disciplinary consequences. Students and families are expected to sign and return IDEA's Letter of Understanding/Commitment to Excellence, within the first two weeks of school. Failure to do so may result in disciplinary action being taken and/or de-enrollment from the school.

Expectations for Student Behavior

At IDEA all staff, students, and community members will work to create an atmosphere of decency, trust, and respect in our school community. We believe that this is best served by having explicit behavioral expectations that all members are expected to demonstrate on a daily basis. These behavioral expectations stem from our five guiding principles and the following charts give examples but not a complete list, of some of possible violations to the specific expectations.

Failure to adhere to these expectations will result in disciplinary action.

Level I Violations

Level 1 behaviors are defined as those behaviors that distract and/or disrupt staff members from teaching, supervising, or otherwise adequately performing their job. Level 1 behaviors may also be behaviors that distract and/or disrupt other students from learning and performing to the best of their abilities. These misbehaviors are often minor and are usually resolved quickly with an intervention administered by the classroom teacher or staff member who is supervising the student at the time of the misbehavior.

Level 1 violations include, but are not limited to: • Eating or drinking outside of the cafeteria • Possession or consumption of energy	If a student is found to have committed a Level 1 violation of IDEA's Code of Conduct, the following disciplinary measures may be taken: • Staff redirection • Behavioral intervention

drinks or prohibited food items • Possession of non-instructional items (including electronics) at any point during the school day or a school sponsored activity • Intentional off-task, disruptive behavior or excessive noise in the classroom, hall, or building • Uniform violations or personal grooming outside of the restroom • Failure to follow directions the first time or refusing to make a timely transition • Destroying classroom, school or personal property valued at less than \$50	strategies • Conference (staff member and student) • Before, during or after school detention • Parent/legal guardian notification • Loss of school privileges • Confiscation of non-instructional item(s) • Temporary removal from activity • School/community work tasks

Level 2 Violations

Level 2 behaviors are defined as those behaviors that create or contribute to a physically or emotionally unsafe learning environment for staff or students. These behaviors require staff to immediately intervene, and for student(s) to immediately stop the behaviors and reflect on how their behaviors are impacting others.

Level 2 violations include, but are not limited to: • Repeated/multiple Level 1 behaviors • Destruction of school or personal property valued at less than \$500 • Using profanity or offensive words or gestures towards others (non-sexual or threatening) • Disrespectful words,	If a student is found to have committed a Level 2 violation of the IDEA's Code of Conduct, the following disciplinary actions may be taken, in addition to all Level 1 disciplinary actions: • Mediation • Suspension from extracurricular school activities • Loss of privileges for an extended period of time or criteria period • In-school suspension (from a

actions, or gestures towards other students • Taunting, mocking, “teasing,” “just playing with,” “joning,” “dissing,” or making fun of others • Roughhousing or playfighting, slap boxing, sparring • Horseplay or running in the classroom, hall, or building • Truancy/skipping class, being out of area • Forgery (including hall passes) or lying or giving misleading information to staff • Insubordination, or repeated refusal to follow instructions given by staff or arguing with a staff member • Cheating or copying another student’s work on a major assignment • Inappropriate use of instructional technology (laptops, digital cameras, etc.) including use without permission or accessing inappropriate content • Refusal to surrender electronic device to staff	class period <u>or full school day</u> , • Parent/legal guardian conference with staff or administrator • Disciplinary probation • Out-of-school suspension • Counseling/intervention

Level 3 Violations

Level 3 behaviors are defined as those behaviors that are dangerous, unsafe, and illegal in a school environment. These behaviors require staff to immediately intervene, student(s) to immediately stop the behaviors, the building administrator to conduct an investigation to determine whether student(s) acted in a way that was dangerous or illegal, and to determine the appropriate disciplinary action.

Level 3 violations include, but are	If a student is found to

not limited to: • Repeated violation of Level 1 and Level 2 behaviors • Offensive gestures that are sexual or threatening • Threatening words or gestures toward students verbally, electronically, or written • Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age marital status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of residence or business, including derogatory sexual language • Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs) • Possessing or distributing material or literature that is disrespectful, demeaning, humiliating, obscene, or damaging to students or staff. This includes posting material on the Internet or sending material electronically (via email or cell phone) • Tampering with or pulling fire alarm and using extinguishers in non-emergency situations • Damaging or defacing school or private property valued at more than \$500 • Stealing or attempting to steal school or private property, or knowingly receiving stolen or private property • Criminal act on or off school grounds or any behavior or other conduct not specifically enumerated in any other class that causes disruption to the	have committed a Level 3 violation of the IDEA's Code of Conduct, the following disciplinary actions may be taken, in addition to all Level 2 disciplinary actions: • Removal from extracurricular activities for remainder of school year • Restricted privileges for remainder of school year • Out-of-school suspension and parent/legal guardian conference • Disciplinary probation • Discipline review hearing • Discipline review hearing with a recommendation for expulsion

academic environment, disruption to the school operation, destroys school property, or causes significant harm to self or others • Leaving the school premises or a school-sanctioned activity without permission or trespassing • Instigating or encouraging (verbally or non-verbally) the aggressive or threatening behavior or actions of others • Creating a major distribution • Refusing to be properly follow the security protocols (passing through metal detector, having bag checked, etc.)	

Level 4 Violations

Level 4 behaviors are defined as those behaviors that are dangerous and pose a serious threat to the safety of staff and students. These behaviors require staff to immediately intervene, the building administrator to conduct an investigation to determine whether student(s) acted in a way that was dangerous or illegal (which may include involving the police) and for a parent/legal guardian to immediately come to the school to meet with administration and pick up the child.

Level 4 violations may include, but are not limited to the following behaviors: • Repeated/multiple Level 3 behaviors • Threatening actions or behavior (verbal and non-verbal), bullying or harassment of students or staff (physical, verbal, or electronically), hazing, extortion • Fighting or showing physical aggression towards students or staff • Attempting to or threatening to cause physical harm to a staff	If a student is found to have committed a Level 4 violation of the IDEA's Code of Conduct, the following disciplinary actions may be taken, in addition to all Level 3 disciplinary actions: Out-of-school suspension (including long-term suspension) Pre-expulsion behavior contract with improvement plan Expulsion/recommendation for dismissal Police notification

member or school personnel (assault), including making terrorist threats • Possession (suspected or confirmed), sale, distribution or use of drug paraphernalia such as lighters, pipes, rolling papers, or clips, alcohol, tobacco products, chemical or organic solvent used to induce euphoria or hallucinations, or other prohibited items, including over-the-counter or prescription medication • Committing or attempting to commit sexual assault or battery • Any behavior or other conduct not specifically enumerated in any other class that causes disruption to the academic environment, disruption to the school operation, destroys school property, or causes significant harm to self or others • Possession or use of mace, pepper spray or any item that can be used as a concealed weapon • Rioting, group disobedience or disturbance • Group fighting (participating or witnessing) • Planning a fight or assault (premeditated participation of self or others) • Creating a dangerous situation by not following safety protocols and/or staff directions in an emergency situation (school evacuation, fire drill, etc.) • Unsafe behavior (blocking any building passageway,	

playing/joking) during an emergency situation or drill	

All administrators, teachers, staff and students share responsibility in ensuring that IDEA remains a safe and caring environment. It is our expectation that all community members play a part in meeting this expectation while at school, on school property, and at school-sanctioned activities or events. This also includes transportation of students, staff, or faculty in any vehicle dispatched by the school, off school property when such conduct has a connection to school curricular or non-curricular activity or event. Behavior that prevents any member of our community from feeling unsafe or unwelcome will not be tolerated.

Self-Defense

The privilege of self-defense is limited. A claim of self-defense in the use of physical force will not exempt a student from discipline when the student or students:

- Provoke(s), invite(s) or encourage(s) the use of physical force by another person or persons (either in writing, verbally or online)
- Has an opportunity to leave or avoid physical contact or force
- Has an opportunity to inform a school official of the threatened or perceived threat of use of force
- Uses physical force after the other party abandons or attempts to abandon a fight or confrontation

If there is a report of a fight on school property, at a school event, or as students are travelling to/from school, between two or more students, the administration will conduct investigation. If the administration determines that the students involved have engaged in mutual combat or have intentionally or knowingly fought in a public place or while representing the school, the administration may issue consequences to all participants, including notifying law enforcement. Law enforcement may also investigate the matter and issue citations or take other action that it deems necessary.

Bystanders/Witnesses to Prohibited Behavior/Conduct

IDEA is committed to our mission of equipping students to graduate from the school as positive members of society. Therefore, it is the expectation at IDEA that students do not encourage unsafe behavior by observing, "standing by," or "watching." Students who are found to be bystanders/witnesses to prohibited behavior or conduct may be subject to disciplinary actions.

Students are expected to report incidences of conduct violations so as to engender an atmosphere where negative behavior is not tolerated at school or school-related activities.

Consequences Defined

Academic, Attendance and Discipline Meetings

A parent/legal guardian may be required to attend and participate in open houses, conferences, or meetings related to a student's academic, attendance or disciplinary performance to determine the necessary next steps and/or consequences.

Detentions (Teacher and Administration Issued)

Detentions are held before school, during lunch, or after school for a period of between 30 minutes to two hours depending on the length of time assigned by the teacher or the administrator. Students must immediately report to the designated room within five minutes of the start time.

A student who fails to serve a detention (including being tardy), or does not follow the rules of detention the first time will face further disciplinary action, which can include, but is not limited to, being reassigned to serve that detention, serving an extended detention, a mandatory parent/school discipline meeting, in-school suspension, or out-of-school suspension.

Discipline Re-Entry (intake) Meetings

A parent/legal guardian will be required to attend and participate in a re-entry meeting at the school every time his/her child is suspended from school. Failure to do so may result in additional consequences being issued, including, but not limited to, barring a student from the school, re-suspending the student, expulsion from IDEA.

In-School Suspension

During an in-school suspension (ISS), the student remains in school but is not permitted contact with other students, in order to provide the opportunity for individual behavior modification. ISS is assigned by a school administrator. Students who are in ISS are marked absent from class. While in ISS, students will not be allowed to participate in any school activities but will be expected to complete their missed work for the day as well as a reflective ISS work packet. Failure to complete ISS work or to follow ISS rules may result in additional ISS days, a parent/school discipline meeting with the administration, out-of-school suspension, and/or other disciplinary actions.

Out-of-School Suspension

Out-of-school suspension (OSS) involves separation from the school and all school activities for a specified period of time, which is determined by an administrator. The primary intent is to impress upon the student and parent/legal guardian that a serious behavior problem exists and that steps must be taken to ensure that the behavior is not repeated. A student who has earned OSS will be required to complete a reflective work assignment during his/her time out of school. The packet must be completed prior to a student re-entering classes and must be presented at the student/family re-entry meeting. A student and parent/legal guardian must participate in a re-entry meeting prior to the student being allowed to resume his/her normal class schedule.

Students who have earned OSS are responsible for completing any missing class-related work while out of school. Parents/legal guardians may make arrangements with the front office to collect the work.

Before a student is suspended from school, an informal conference will be held that will include the following:

- Oral or written notice of the Code of Conduct violation for which the suspension is considered
- An explanation of the evidence or facts for the suspension
- An opportunity for the student to tell his or her side of the story
- If a suspension is given, the reason for the suspension

If a student whose presence in school poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, may be immediately removed from school provided that, as soon as possible, the student will have the opportunity to explain his/her side of the story.

If a student is suspended, the following steps will be taken:

1. The parent legal guardian will be contacted by the administrator or another representative of the school and will be asked to pick up the student as soon as possible or to grant permission to send the student home. The representative will inform the student and his or her parent/legal guardian of the length of suspension and applicable procedures regarding the suspension.
2. While serving OSS, students will be required to complete a reflective work assignment. The completed work must be presented at the re-entry meeting held with a member of the administrative team, the student and the parent/legal guardian.

3. IDEA Public Charter School will present (verbally, electronically, or through mail), a re-entry meeting date and time to the parent/legal guardian, along with the notice of suspension, which will include an offer to meet with the parent/legal guardian.
4. The student and parent/legal guardian meet with appropriate staff before the student will be allowed to return to school or resume his/her regular schedule. During this meeting a student may be placed on disciplinary probation. If a student is already on disciplinary probation, the student's status at IDEA Public Charter School will be evaluated.

When a student is serving an OSS, s/he may not be on school grounds before school, during the school day, or after school, or attend any IDEA-sponsored event. Students who violate this policy will be considered trespassing and may face additional consequences.

A manifestation determination meeting will be held for a student who holds an IEP and has been or would be suspended from school for a period of 10 days or more, per IDEA guidelines.

Parent/Guardian Shadowing

As an intervention, the administration may invite a student's parent/legal guardian to shadow his/her student during the school day to observe behaviors that the student displays throughout the course of the day. All parents/legal guardians must attend a visitor's orientation prior to the observation.

Reflection Assignment

- In-class - As an intervention, there may be times that a student will be instructed to move to a quiet area of a classroom to complete a reflection assignment as a means of refocusing the student and keeping him/her in class.
- Out-of-class - Any student who earns a detention, in-school suspension, or out-of-school suspension is expected to complete a reflection assignment. These assignments are written assignments that are designed to challenge students to continually reflect on their choices, particularly when they violate the school Code of Conduct. The assignment will vary in length and theme, depending on the situation and is left to the discretion of the teacher or administrator. Examples of assignments are letters of apology, research papers, and essays.
- Reflection assignments are mandatory and failure to complete them in the timeframe given may result in further disciplinary actions being taken.

Restitution

The school may require that a student makes a monetary or non-monetary repayment to the school or victim for the reasonable value of the property lost, damaged, broken, or destroyed as the result of student negligence or vandalism.

Parent/Guardian Participation and Guiding Principles Conference

A parent/legal guardian of a student may be required to participate in an action taken by IDEA in connection with a student's disruptive or inappropriate behavior, academic concerns or attendance concerns. If a student is disciplined and/or suspended for the remainder of a school day, one of the student's parents/legal guardians must pick up their child at school in a timely manner as requested by the school, or grant the school permission to send the child home. If the parent/legal guardian cannot come up to school within the given time frame, refuses to come to the school, or is non-responsive to the school's attempts to establish contact, IDEA may issue the student in-school-suspension, or out-of-school suspension until the parent/legal guardian has met with school officials. Repeated non-compliance of a parent/legal guardian with this policy may be considered "educational neglect," and the school may be required to contact Child and Family Services and/or local authorities.

Disciplinary Probation

A student who has committed repeated violations of the Code of Conduct and/or a major violation of the Code of Conduct may be placed on disciplinary probation. Prior to the imposition of disciplinary probation, IDEA Public Charter School will provide the student and his or her parents/legal guardian with an opportunity for an informal conference as in the case of suspension. If placed on disciplinary probation, the student and his or her parent/legal guardian will be notified in writing that the student has violated school policy and that future violations will incur more stringent disciplinary action, up to and including expulsion from IDEA Public Charter School.

If, while on disciplinary probation, a student violates another major school policy, s/he may be expelled. Each violation is treated on a case-by-case basis.

The length of disciplinary probation and its conditions will be determined individually for each student by the administration. Probation is a serious status with severe consequences. Students can be expelled for violations of disciplinary probation.

A student's dean will make reasonable attempts (three phone calls or written communications or email or any other form of contact) to contact a parent/legal guardian regarding a student's

disciplinary probation status. If a parent/legal guardian fails to communicate and/or refuses to sign a contract, the contract shall be enacted. A final copy of the contract will be provided to the parent/legal guardian.

Steps in Disciplinary Probation:

Step 1: After a student is placed on disciplinary probation, s/he will be required to attend a conference with the dean and/or another member of the administrative team and his or her parent/legal guardian. During this conference a disciplinary probation contract will be signed stating behavioral goals, interventions, and supports IDEA will provide, and/or a timeline for meeting behavioral goals (e.g. no ISS or OSS and fewer than three detentions).

If a student meets the stated expectations of the disciplinary probation s/he will be reviewed by their dean and/or administration at which point s/he may be removed from disciplinary probation.

If a student fails to meet the stated goals of the disciplinary probation contract, the student would be subject to further disciplinary action, which may include a final probation contract or expulsion from IDEA Public Charter School.

Step 2: If the student violates disciplinary probation, s/he may be placed on a final probation contract, if the violation does not warrant expulsion. This contract is a serious document that makes clear that repeated minor or major violations of the Code of Conduct could result in expulsion from IDEA Public Charter School

If a student meets the stated expectations of the final probation contract, s/he will be reviewed by his or her dean and/or administration at which point s/he will be placed on disciplinary probation.

If a student fails to meet the stated goals of the final probation contract, a disciplinary hearing will be scheduled and administration will review the student's behavior to date and make necessary recommendations which could result in expulsion from IDEA Public Charter School.

Expulsion

Students may be expelled for:

- Extreme violations of the Code of Conduct that significantly and demonstrably harm the educational environment of IDEA Public Charter School or harm the safety or security of IDEA

students, staff, faculty, or others associated with IDEA Public Charter School.

- Any Class III or Class IV violation
- Repeated violations of the Code of Conduct after appropriate remediation has been attempted.
- Violation of disciplinary probation or a final probation contract.

The following procedures will be used if a student is being reviewed for expulsion:

1. The student will be suspended (the duration of which will be determined by the dean or another member of the administrative team), pending potential expulsion.
2. Prior to the suspension, an informal conference (which may occur by phone) will be provided as described for suspensions regarding the Code of Conduct violation that could lead to expulsion. The student and family will be notified of the nature of the offense and possibility of expulsion.
3. During the suspension, a meeting will be set up with the student, parent/legal guardian, and the administration. The meeting consists of notification of charged offense(s), potential consequences, and procedures to be followed. The meeting may occur by phone. The parent/legal guardian will receive notification of the disciplinary hearing, the date/time of the hearing, and the procedures for the hearing in writing.

A discipline hearing will occur to review the incident(s). Three faculty/staff members will serve on the discipline review committee. The panel makes a recommendation to IDEA administration regarding possible expulsion. During the hearing, one administrator will carry out the following procedures:

1. A statement of the Code of Conduct violation and summary of hearing procedures.
2. An explanation of the evidence or facts for which potential expulsion is being considered.
3. The student will be able to provide a statement or explanation and speak to the panel. The panel may ask the student questions regarding the matter. One or more advocates may speak on the student's behalf. The student has the right not to speak on his or her own behalf.
4. At the conclusion of the hearing the panel will make a recommendation regarding the expulsion and/or other consequence. If the panel recommends expulsion, the recommendation will go to the IDEA administration, which makes the final disciplinary decision.
5. The student/family will be informed of the decision via phone within 24 hours of the hearing, and written notification will be mailed within 48 hours of the hearing. This notice will contain information regarding appeal procedures.

6. Any student who is expelled has the right to appeal the decision in writing to the chairperson of IDEA Public Charter School's board of trustees within five calendar days of the written notice of expulsion. An appeal hearing date will be set within seven (7) business days of the receipt of the appeal request. An appeal date and time will be issued in writing to the parent/legal guardian. Appeal hearings will be heard by three board of trustees, who make up the appeal panel. A faculty/staff member or IDEA volunteer with familiarity with the school may replace one of the board of trustees on the appeal panel based on the discretion of the board chair. The student has the right to have an advocate present on his or her behalf at the appeal hearing. The student may not return to IDEA and participate in school activities while an appeal is pending. Decisions made by the appeal panel will be final.

If a parent/legal guardian fails to attend the appeal hearing at the scheduled date, time, and place, without prior written notice, the child's right to a hearing will be waived.

If a student shows up to a hearing without a parent/legal guardian, the hearing will not take place as scheduled and the child's right to a hearing will be waived.

Proceedings Notes

In making its decision, the discipline review committee will review evidence presented at the hearing, any statements heard on behalf of the school or student, the IDEA Public Charter School Code of Conduct, prior conduct, academic performance and attendance record.

If a parent/legal guardian does not request a hearing, or fails to attend the hearing at the scheduled date, time, and place, without prior written notice, the child's right to a hearing will be waived. Therefore, the school will proceed with its determination regarding the proposed charges and the ruling of the disciplinary panel. The findings from the hearing will be approved and take effect immediately. Appeals will not be accepted from students who do not appear at the initial hearing.

Appendix A: Glossary

Bullying/Intimidation/Harassment: IDEA Public Charter School defines bullying as any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

1. May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, place or residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and

2. Can reasonably be predicted to:

- a. Place the youth in reasonable fear of physical harm to their person or property;
- b. Cause a substantial detrimental effect on the youth's physical or mental health;
- c. Substantially interfere with the youth's academic performance or attendance; or
- d. Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.

Cyber bullying: The use of information and communication technology to bully, embarrasses, threaten, or harass another. It also includes the use of information and communication technology to engage in conduct or behavior that is derogatory, defamatory, degrading, illegal, or abusive.

The use of cell phones and other technology—including computers, e-mail, and social networking sites—to harass, bully, threaten, or defame a student or employee is specifically prohibited. Any student who feels s/he is a victim of cyber bullying should report the incident to his or her dean or an administrator.

Any student found complicit in the posting, sending, or execution of such material will be subject to disciplinary action.

Defiance/Insubordination: To challenge, confront, resist or repeatedly refuse to respond to the requests/instructions of school personnel. This refusal to change behavior or follow instructions or school/classroom rules may take place within a day or over the course of several days, weeks, etc.

Depictions/Re-enactments of Prohibited Behavior/Conduct: Students must not make, reproduce, distribute, view or listen to videos, images, sound recordings or other mediums that show behavior prohibited by the Code of Conduct on school property or at school events. Depictions of such conduct on social networking sites such as Facebook, MySpace, Twitter, Instagram or any other



similar websites or mobile applications are prohibited. Any representations of prohibited behavior must be immediately turned over to the principal or the principal's designee. Reproducing, viewing, listening to, and/or distributing of these items will result in disciplinary action.

Likewise, students must not encourage the repetition of prohibited or unsafe behavior by laughing, poking fun, "messing with," "playing," joking, "joning," or re-enacting such conduct. Students who participate in such behavior may be subject to disciplinary action.

Disruption: Engaging in behavior that prevents others from accessing information.

Failure to attend/Failure to respond: After several reasonable attempts to contact the parent/legal guardian regarding a child's attendance, academics or behavior, without response, the school reserves the right to take any or all of the following actions:

- Send a written notice via Certified Mail with return receipt requested or First-Class Mail
- Conduct a home visit (unannounced)
- Enact the next level of intervention (example: attendance contract or de-enrollment from IDEA PCS)
- Suspension from school or suspension from regular classes
- Contacting local authorities

Fighting: Defined as the exertion of physical force to harm someone or potentially harm someone. Fighting is one of the most egregious violations of the Code of Conduct. If a student engages in a fight, regardless of his/her role, while representing the school, s/he is subject to serious consequences, including, but not limited to, exclusion from school-related and school-sponsored activities (e.g. dances, prom, sports), suspension, expulsion, and possible consequences from law enforcement agencies.

Unless the administration determines, without doubt, that any participant in a physical altercation is clearly defending himself/herself from an aggressor or aggressors, then the physical altercation will be considered a fight in which all parties share equal responsibility.

Gangs: Two or more students and/or adults who organize for the purpose of engaging in activities that threaten the safety of the general public, compromise the general community order, and/or interfere with the school's educational processes and/or mission.

Examples of gang activities include:

- Wearing or displaying any clothing or altering the school uniform (e.g. pants sagging, shirt collar up, pant leg rolled

up), dangling belts, chains, jewelry, colors or insignia that intentionally identifies the student as a member of a gang or otherwise symbolizes support of a gang.

- Using any word, phrase, written symbol, or gesture that intentionally identifies a student as a member of a gang or otherwise symbolizes support of a gang. A student may not display gang affiliation on his or her school notebooks, textbooks, or personal items.
- Engaging in activity or discussion promoting gangs by two or more persons.
- Recruiting students for gangs or anti-social behavior.

Horseplay: To engage in mutual pushing and shoving, chest bumping, tussling, etc.

Instigate: To provoke or incite; to encourage a violation of the Student Code of Conduct.

Possession: To have a prohibited item/substance:

- On one's person, in one's vehicle, in the vehicle driven by a student to/on campus or in one's personal effects, such as a coat, purse, back pack, etc.
- Physically touched or handled by oneself
- Under one's control
- In one's locker
- In a vehicle either as a driver or passenger with the knowledge that contraband is contained in the vehicle

Retaliation: Any form of intimidation, reprisal, or harassment directed against a student or students who report violations of the code of conduct, provide information during an investigation of conduct violations, or witness or has reliable information about violations of the code of conduct.

Sexting: Sending sexually explicit images through electronic media, such as text messaging. Students are prohibited from engaging this type of activity.

Sexual harassment: Defined as, but not limited to verbal or nonverbal unwelcome sexual advances or sexual behavior that substantially interferes with a student's education, or creates an intimidating or hostile environment. Sexual harassment is prohibited.

Slap Boxing/Sparring: To engage in motions of attack or defense with the arms, hands, legs or feet.

Threatening behavior: Defined as an expressed or implied threat (verbally, physically, electronically, or in writing) to interfere with:

- 1) the health or safety of any individual associated with IDEA Public Charter School
- 2) with IDEA Public Charter School property
- 3) property on IDEA Public Charter School premises belonging to others.

Any student who engages in threatening behavior will be subject to serious disciplinary action, including suspension and/or expulsion.

Examples of behavior that compromises academic learning environment at IDEA include, but are not limited to:

- Stating that you have a weapon or bomb in your possession at school or that you have the intention of bringing such item to the school.
- Writing, either physically or online, or verbally stating that you plan to cause harm to a student, staff member, or property.

Trespassing: All members of the school community (students and staff), visitors and guests should stay in designated areas of the school to which they have been assigned or have permission to be. Visitors and guests, regardless of the purpose of their visit, must follow the visitor's protocol throughout their visit. Students who are serving an out-of-school consequence may not be on school premises or go to any school related activity during this time. Students who are scheduled to return from an off-campus disciplinary consequence are required to have a re-entry meeting with an administrator and guardian prior to returning to the school. IDEA may consider students who fail to adhere to this process to be trespassing and therefore may contact local law enforcement for assistance.

Appendix B: Grievance Procedures

Grievance Procedures for Allegations of Discrimination, Harassment, and/or Retaliation

IDEA Public Charter High School does not engage in or permit discrimination, harassment and/or retaliation and believes in the basic tenants of equality and fairness. Any person who believes that IDEA Public Charter High School has engaged in discrimination, harassment and/or retaliation on the basis of race, color, religion, sex, national origin, age, disability, veteran status, or sexual orientation may submit a complaint to the Director of Academics or to the Executive Director, if the complaint involves the Director of Academics, at IDEA Public Charter School, 1027 45th Street, NE, Washington, DC 20019.

The grievance procedures outlined below establish how to file a complaint and how they will be investigated and resolved. These grievance procedures are intended to provide for a prompt and equitable resolution of complaints and may be used by employees, cadets, parent/legal guardian or third parties. These grievance procedures do not bar individuals from filing claims in other forums to the extent permitted by state or federal law.

IDEA Public Charter School encourages individuals to discuss their concerns with appropriate school officials before resorting to a formal complaint, in order to facilitate prompt resolution. However, individuals are not required to do so before filing a formal complaint.

IDEA Public Charter School will not retaliate against any person who files a complaint or participates in an investigation in accordance with these procedures. IDEA Public Charter School will also not tolerate retaliation against such persons by others, and will take appropriate disciplinary steps against any IDEA Public Charter School employee found to have engaged in retaliation.

A formal complaint may be filed by following the steps outlined below:

Step 1

Within 90 calendar days of the alleged discrimination or harassment, written notice of the complaint must be filed with the individual designated above. Grievants may use the complaint form attached to the grievance procedure, or submit the complaint in other written form as long as all of the identified information is provided. Grievants are encouraged to include all information and supporting documentation they believe is relevant to the

complaint, including identification of any known witnesses, at the time the complaint form is submitted. The complaint form is also available on the IDEA Public Charter School website www.ideapcs.org and in the main office. The written notice must include the nature of the complaint, the date(s) of the occurrence, the desired result, and must be signed and dated by the person making the complaint. Incomplete complaint forms will be returned to the grievant, with a directive for completion within five business days.

Upon receipt of the written notice of the complaint, the designated individual to whom the complaint was submitted will immediately initiate an adequate, reliable, and impartial investigation of the complaint. This may include specific requests for additional information from the grievant or other individuals. Each investigation will include, as necessary, interviewing witnesses, obtaining documents and allowing parties to present evidence. All documentation related to the investigation is considered confidential, and should be maintained as such by the investigator to the extent not inconsistent with state or federal laws or the requirements for a thorough investigation.

Within 15 school days of receiving the written notice of the complaint, the individual investigating the complaint will respond in writing to the grievant. A copy of the complaint and the response shall be forwarded to the board of trustees at this time as well. If the investigator determines that additional time is needed for the investigation, the individual shall notify the grievant of such information in writing within 15 school days of receiving the written notice of complaint and include the reason for the additional time and the expected date of response. The response will summarize the course and outcome of the investigation, and identify an appropriate resolution. If, as a result of the investigation, it is determined that discrimination or harassment has occurred, appropriate corrective and remedial action will be taken.

Step 2

If the grievant wishes to appeal the decision from Step 1, he/she may submit a signed statement of appeal to the executive director within 10 calendar days after receipt of the response. If the Step 1 decision was issued by the executive director (or if the complaint involves the executive director), the appeal may be submitted directly to: Board of Trustees at IDEA Public Charter School, 1027 45th Street, NE, Washington, DC 20019. The written appeal must include all documentation from the initial grievance and the reasons why the grievant does not agree with the decision. The executive director or board will review the submitted information. The executive director or board may, at his or its discretion, request a meeting with the grievant or other involved

parties. If the grievant presents to the board, such presentation may be made in public or closed session, as appropriate. Within 15 school days of receiving the statement of appeal, the director will respond in writing to the complainant summarizing the outcome of the appeal and any corrective or remedial action to be taken. If the appeal is submitted to the board, the board will consider the information at its next regularly scheduled meeting, and will provide a written decision to the grievant within 21 calendar days of the meeting where the appeal is considered by the board.

A grievant may file a complaint with the Office for Civil Rights at any time before or during the grievance procedures. The regional office for the District of Columbia is located at 400 Maryland Avenue, SW, Washington, DC 20202 and can be reached at (202) 453-6020 (ph), (202) 453-6021 (fax).

DISCRIMINATION/HARASSMENT COMPLAINT FORM

Date: _____

I. Name of Person on Whose Behalf Complaint is Being Brought: _____
Name of Person Bringing Complaint: _____
Relationship/Title: _____
Address: _____
Phone: _____
Location of Alleged Actions: _____
Date of Alleged Actions: _____

II. SUMMARY OF COMPLAINT (attached additional pages, as needed to fully describe facts related to complaint):

If others are affected by the possible violation, please give their names and/or positions: _____

III. Please describe your suggestions for resolving the complaint and any corrective action you wish to see taken if a violation is identified. You may also provide other information relevant to this complaint.

Signature of Grievant _____ Date _____

Signature of Person Receiving Grievance

Date

Office of Civil Rights

Parents/legal guardians also have the right to file a complaint with the Office of Civil Rights (usually the regional office), which in addition to technical assistance activities, conducts compliance reviews and complaint investigations. The complaint generally shall be filed within 180 days of the alleged discriminatory action. The address is:

Office for Civil Rights, District of Columbia Office
U.S. Department of Education
1100 PA Ave, NW., Rm. 316
P.O. Box 14620
Washington D.C. 20044-4620
202-786-0500; FAX 202-208-7797; TDD 877-521-2172

Appendix C: Acceptable Use Policy

IDEA Public Charter School (IDEA PCS) provides students with access to a variety of technology resources. Students must follow acceptable use policies in order to access the technologies. All students have the responsibility to use all technology in a respectable manner.

Students will:

- Use school facilities and equipment only for school related educational activities
- Use the Internet only for activities related to school curriculum and expectations
- Adhere to copyright laws
- Transmit material that is in compliance of school, local, state, and federal laws and regulations
- Use only personal user IDs or passwords and refrain from sharing those or using another student's or staff/faculty member's ID or password
- Access only files, computers, applications, programs, and settings to which they have been granted access to by an authorize staff/faculty member
- Use external storage devises with approval from faculty/staff
- Store or use files or applications that are school related with staff/faculty approval
- Use only school-approved software with licensing agreements
- Adhere to class-specific guidelines as outlined by each classroom teacher
- Not access the school network with a private computer or other device

The use of IDEA PCS technologies is a privilege, not a right, and inappropriate use will result in cancellation of those privileges.

Students must have a parent/guardian signed Acceptable Use Agreement on file with IDEA PCS to use any school technology.

Computers, Laptops, Netbooks, Tablets, and Other Similar Devices

Students will have access to the computer lab during lunch, advisory, and after school, when available. At the beginning

of the year each student must sign a computer use agreement and adhere to the policies set forth by IDEA PCS .

The Internet is a useful tool and should be used as a resource. IDEA PCS will provide you with access to the Internet. The Internet is a powerful, worldwide computer network that can be used to send electronic mail and to view and display text, graphics, and movies. Internet technology changes constantly as well as the laws that surround it. As the Internet and laws change, IDEA PCS's policy will also change.

Students will be given access to a personal account on IDEANET (or a similar network as determined by the school's technology staff) which will allow them to store files securely. THE USE OF THE IDEANET IS A PRIVILEGE, NOT A RIGHT. Inappropriate use will result in the cancellation of those privileges. The school administration has the right to define inappropriate use and their decision is final. The network administrators, faculty, and staff of IDEA PCS may request that school administrators deny, revoke, or suspend user accounts. The privilege of using IDEA PCS's network is based on the user's promise to adhere to the following appropriate use policy.

Student Logins

User IDs and passwords are keys to accessing data about you and your work for school. In the wrong hands, a user ID and password can be used to impersonate students online and take unauthorized action in a student's name. Except for authorized school system employees, it is against IDEA PCS policy for anyone to disclose his or her user ID and password.

1. Each student will be provided with a user account, which will enable access to school computers and to save information to the network.
2. Students will not share their login/password with others (do not write it down).
3. A generic password will be given initially. Students must change their passwords to prevent outside access to their account by others. Students should change their passwords often for security purposes.
4. Students should never allow anyone to use their computers until they have completely logged off. Students should never leave their computer unattended—always log-out first!
5. Students must notify the network administrator immediately if they suspect that their password has been compromised. Unless an administrator has been notified, a compromised password will not be accepted

- as an excuse for the violation of the acceptable use policy associated with your log-in.
6. Each student is responsible for all actions while logged into the network.

Student Internet Safety and Technology Responsible Use Agreement

Educational Enhancement

- a. Internet access is being provided by IDEA PCS for the sole intent of educational enhancement.
- b. The Internet will be used strictly as a resource to enhance classroom instruction and high quality research. The school reserves the right to monitor and place reasonable restrictions on the material accessed by students through the Internet.
- c. During class, lunch, tutoring, and advisory and before and after school, students may use the Internet for class-related work under the supervision of an authorized adult for a class. The school's schedule, network downtime, or events will, at times, require exceptions to times when students may access the Internet.
- d. IDEA PCS provides various technologies to access the Internet. All student use of technologies, including but not limited to accessing the Internet, must abide by the Acceptable Use Agreement.

Access to Materials

1. The Internet may be used to access materials under the following conditions:
 - a. Internet is appropriately monitored.
 - b. Students will receive instruction that is appropriate for their age regarding strategies to avoid the inadvertent access of inappropriate material and what to do if they accidentally access such material.
 - c. Students may not access prohibited material at any time for any purpose. In agreement with the Children's Internet Protection Act, IDEA PCS designates the following types as prohibited materials:
 - i. Obscene material(s)
 - ii. Child pornography
 - iii. Material that appeals to an unhealthy interest in, or depicts or describes in a patently offensive way, violence, nudity, sex, death, or bodily functions
 - iv. Material that has been designated as for adults only

- v. Material that promotes or advocates illegal activities
 - vi. Materials that include any cyber-bullying, sexting, or other inappropriate content.
- e. Other materials not specifically named above will be deemed appropriate or inappropriate on a case-by-case basis. Decisions will be based upon age of student and relevance of content to curriculum.

- II. If students mistakenly access inappropriate information, they should immediately disclose this access to a teacher or supervising adult. This protects them against a claim that they have intentionally violated this policy.
- III. The school has installed a filter to protect against access to inappropriate material. The determination of whether material is appropriate or inappropriate is based on the content of the material and the intended use of the material, not on the protective actions of the filter. If students think that the filter has prevented them from accessing appropriate material, they may request that the material be viewed and, if appropriate, unblocked.

Privacy and Communication Safety Requirements

Personal contact information includes name, together with other information that would reveal location and identity, including, but not limited to, parent's name, home address or location, work address, or phone number.

- 1. IDEA PCS students are not to disclose personal contact information, except to education institutions for educational purpose, companies or other entities for career development purposes, or with specific approval from school employees.
- 2. Students are not to disclose names, personal contact information, or any other private or personal information about other students under any circumstances. Students are not to forward a message that was sent to them privately without permission of the person who sent them the message.
- 3. Students must not agree to meet someone they have met online without a parent's approval and participation.
- 4. Students must promptly disclose to a teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable. They should not delete such messages until instructed to do

so by a school employee.

Illegal, Unauthorized, and Inappropriate Uses and Activities

I. Illegal Activities

- a. Students may not attempt to gain unauthorized access to the local area or wide area networked computer system beyond their authorized access. That is, this Agreement prohibits students from seeking any unauthorized access to any computer or network, including "hacking." This includes attempting to login to any site/resource through another person's account or accessing another person's files.
- b. Students may not make deliberate attempts to disrupt any part of any computer system or destroy data by spreading computer viruses or by any other means.
- c. Students may not use the Internet or other IDEA PCS technology resources to engage in any other illegal act.

II. Inappropriate Language

Restrictions against inappropriate language apply to all speech communicated through the Internet or other networks, including but not limited to public messages, private messages, and material posted on web pages.

- a. Students may not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- b. Students may not post information that could cause damage, danger, or disruption.
- c. Students may not engage in personal attacks, including prejudicial or discriminatory attacks.
- d. Students may not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If students are told by a person to stop sending messages, the student must stop.
- e. Students may not knowingly or recklessly post false or defamatory information about a person or organization.
- f. Students may not knowingly or recklessly post personal information regarding any other person, including but not limited to minors.

III. Plagiarism and Copyright Infringement

- a. Students may not plagiarize works that they find on the Internet. (Plagiarism is taking the ideas or writings of others and presenting them as if they were original.)
- b. Students must respect the rights of copyright owners in the use of materials found on, disseminated through, or posted to the Internet. Copyright infringement occurs when students inappropriately reproduce a work that is protected by a copyright. Copyright law can be complicated and confusing. If students have questions, they should

communicate with a faculty/staff member.

iv. System Security

- a. The use of IDEA PCS's technology to access any of the following types of websites without the prior written consent of a school administrator or the technology administrator is prohibited:
 - i. Any site displaying sexually explicit or pornographic content of any kind
 - ii. Online games, including but not limited to gambling, fortune telling, lotteries, sweepstakes, and other games of chance
 - iii. Any site promoting violence, the use of controlled substance, or other illegal activity
 - iv. Any site promoting a multi-level marketing, home based business or other money-making scheme, mass solicitations (known as "spam"), chain letters, or other similar communications
 - v. Any site promoting dating or Internet piracy
- b. Students may not download or install any files, software, or programs unless authorized by a school administrator or the technology administrator.
- c. Excessive use of the Internet may raise a reasonable suspicion that students are using the system in violation of policy and regulations. IDEA PCS complies with federal law requiring that school's Internet safety policy include provisions for monitoring the online activity of minors.
- d. As noted earlier in this Agreement, IDEA PCS complies with federal law that requires the use of technology protection measures (i.e., filtering) to protect against access by adults and minors to visual depictions that are obscene, child pornography or—with respect to use of computer with Internet access by minors—harmful to minors.

v. School Equipment

- a. Students may not steal, borrow, remove, or switch any school equipment, including but not limited to information technology equipment.
- b. Students may not vandalize, destroy, break, or deface any school equipment or furniture or personal property of students, faculty, staff or visitors—including but not limited to furniture and equipment located in or near the computer lab.

Rights and Expectations

1. Students should expect **no** privacy in the contents of personal files on the school server and records of

- online activity.
2. Student use of the Internet will be supervised and monitored. The school's monitoring of Internet usage may reveal activities students engage in using the Internet. Routine maintenance and monitoring may lead to discovery that students have violated this policy, the student disciplinary code, or the law. Individual user account searches will be conducted if there is reasonable suspicion that students have violated this policy or any other codes of conduct set forth by IDEA PCS. Investigations will be reasonable and related to the suspected violation.
 3. Parents have the right to request to see the contents of their student's personal data files and other records on their student's online activities by submitting a written request.
 4. The school will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted through the school's Internet service.

Limitation of Liability

IDEA PCS will not guarantee that the functions or services provided through the school Internet service will be without error. The school will not be responsible for any damage students may suffer, including, but not limited to, loss of data, interruptions of service, or exposure to inappropriate material or people. The school is not responsible for the accuracy or quality of the information obtained through the Internet. The school will not be responsible for financial obligations arising through the use of the Internet. Parents can be held financially responsible for any harm that may result from intentional misuse of the Internet and/or school technology. Students may only use the Internet and school technology if their parent(s) have signed an Internet Acceptable Use Policy.

Student Laptop, Netbook, Tablet, E-reader Agreement

Students must read, understand and agree to abide by this policy before using the IDEA PCS laptops, netbooks, tablets, e-readers (e.g. Kindles), and other similar technologies. Abuse of this privilege will result in suspension of privileges.

1. Laptops, netbooks, tablets are available to IDEA PCS students for use within the classroom under adult supervision. No overnight use is allowed. Kindles may be assigned to students for overnight use on a case-by-case basis.
 - a. If overnight use is granted, the student and his/her

parent/guardian are fully responsible for the technology. Any damage, theft, misuse will be the responsibility of the student and his or her parent/guardian. This may result in financial responsibility.

- b. If overnight use is granted, the student remains responsible for abiding by all provisions of this Agreement whether using the technology on-site or off-site.
2. All such technology must be returned in the condition received.
3. Students should never save anything to the hard drive of the technology, but should save all documents in their H:/ drive or on a removable drive.
4. The student to whom the technology is checked out is responsible if the technology is lost, stolen, or damaged. IDEA PCS recommends that students do not allow others to use their technology or leave it unattended while in their care.
5. Please report non-working technologies or any with objectionable material downloaded onto them. If available, another technology will be checked out to any student reporting such problems.
6. Students must sign the agreement indicating their agreement with this policy. Use of the technology in any way that violates other IDEA PCS rules, such as the noise policy, is considered a violation of this policy.

As well as the laptop, netbook, tablet, and Kindle use policy, students are expected to abide by the IDEA PCS Internet Usage Agreement and IDEA PCS Code of Conduct.

Cameras, Video-Recording Devices, Sound-Recording Devices, and Other Similar Technologies

IDEA PCS may make available for student use technology equipment such as cameras, digital recorders, video cameras, sound-recording devices. The use of such technologies is a privilege, not a right. Students must be responsible for the use of such technologies and follow the protocols below:

1. Students may only use the technology for school-related curriculum activities.
2. All such technology must be returned in the manner received. Students are responsible for the technology. Any damage, theft, or misuse of the technology is the student's responsibility. Students (and their parents/guardians) may incur financial responsibility for lost or damaged technology.
3. Students may not record, capture, or film any content or material that is obscene, harms oneself or others, vulgar

- in content, pornographic, relates to bullying, harassing, abusive behaviors, sexting, or violates any other policies in this agreement.
4. Students may not use any recording devices to capture any audio or visual content without the permission of the person(s) being filmed or taped. Filming, photographing, or recording someone without his or her explicit permission is a violation of this policy.
 5. Students in violation of this policy will not be allowed to access any school technology.
 6. Students must abide by all other terms of this policy.

User Responsibilities

The following provisions describe further conduct prohibited under these standards and guidelines:

1. Altering system software or hardware configurations without authorization or disrupting or interfering with the delivery or administration of computer resources.
2. Attempting to access or accessing another's account, private files, or email without the owner's permission.
3. Misrepresenting oneself as another individual in electronic communication.
4. Installing, copying, distributing, or using software in violation of copyright and/or software agreements; applicable state and federal laws or the principles described in *Using Software: A Guide to the Ethical and Legal Use of Software for Members of the Academic Community*.
5. Using computing resources for commercial or profit-making purposes without written authorization from IDEA PCS.
6. Using computing resources to engage in conduct that interferes with other users' use of shared computer resources or the activities of other users.
7. Failing to adhere to individual departmental or unit lab and system policies, procedures, and protocols.
8. Allowing access to computer resources by unauthorized users.
9. Using computer resources for illegal activities.
10. Leaving any technology unattended.

Users are expected to:

- I. Treat the technology with respect.
 1. Leave toolbars, background, and icons in standard format.
 2. Check hand hygiene before using technology.
 3. Never put a pen, pencil, or notebook on your keyboard,

- screen, or technology.
 - 4. Do not push the screen backward or back and forth.
 - 5. Do not have food or drinks around technology at any time.
 - 6. When turning technology on, do not hit keys. Let it start up on its own. Be patient.
- II. Be considerate of fellow users.
- 1. Do not save files on the C:/ drive of the laptop or netbook. Save to the H:/ drive or a removable drive only. Do not save any files to other technologies such as tablets, Kindles, or other devices.
 - 2. Power down all technology upon completion of use. Ensure proper charging directions are followed.
 - 3. Fully charge any mobile technology as directed by staff/teacher.
 - 4. Never download, or install any software from the Internet on any of the laptops, netbooks, Kindles, tablets, or similar technology.
- III. Follow appropriate operating procedures.
- 1. Plug-in and/or set-up all appropriate external elements (e.g. mice, tripod).
 - 2. When done, shut down all technology. Follow proper protocols for all shut down procedures.
 - 3. Use only your login/password, when prompted.
 - 4. When opening applications, let the application open up completely before opening the next.
 - 5. After the technology has shut down, gently disconnect any external devices.
- IV. Safely moving with technology.
- 1. Never walk with a laptop, netbook, tablet, Kindle open.
 - 2. When moving a laptop or netbook from one area of the classroom to another, close the laptop and count to 30 before moving. This allows the hard drive to go to sleep mode and the disk to shut itself down.
 - 3. When walking with any technology, always hold it with both hands. Never use just one hand.
 - 4. When returning technology, double check that the power supply is connected as directed.
 - 5. Never lift a desk with a laptop, netbook, tablet, and/or Kindle on top. Always have someone hold it with both hands.

Electronic Bullying, Harassing, and Threatening Behavior

IDEA PCS outlines expectations for student behavior related to threatening, harassing, violence, and bullying in the Student Handbook. All aspects of such policies apply to technology use.

Students may not use any IDEA PCS technology to engage in actions or behaviors consistent with threats, bullying, harassing, or violence. Any such actions will result in the suspension and possible termination of technology use by the student and be referred to the dean as a Category III violation. Violations of harassment, cyber-bullying, or threatening behavior may be in the form of language, audio, or visual images.

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

Cyber-bullying is defined as the use of information and communication technology to bully, embarrasses, threaten, or harass another. It also includes the use of information and communication technology to engage in conduct or behavior that is derogatory, defamatory, degrading, illegal, or abusive.

The use of cell phones and other technology—including computers, netbooks, e-readers, tablets, e-mail, and social networking sites—to harass, bully, threaten or defame a student or employee is specifically prohibited. Any student who feels s/he is a victim of cyber bullying should report the incident to the dean of students.

Threatening behavior is defined as an expressed or implied threat (verbally, physically, or in writing) to interfere with:

- 1) the health or safety of any individual associated with IDEA PCS

- 2) with IDEA PCS property

- 3) property on IDEA PCS premises belonging to others.

Any student who engages in threatening behavior will be subject to serious disciplinary action, including suspension and/or expulsion.

Any student found complicit in the posting, sending, or execution of such material will be subject to disciplinary action as defined in the IDEA PCS Code of Conduct.

Electronic Communications

IDEA PCS outlines expectations for student behavior related to electronic communication. Electronic communication includes written language, audio, or visual methods. Electronic communication may be in the format of e-mail, twitter, social networking site postings, website postings, blogs, message boards, you-tube, video chats, Internet chats, video postings, pictures, clip art, art, and any similar modes intended to communicate. Communication between students and any other recipients must be appropriate at all times. Students must refrain from any communications that include violent, pornographic, abusive, harassing, or bullying language, images, or audio. This includes the use of "sexting" - the use of pornographic images. IDEA PCS prohibits any communication that includes violent, pornographic, abusive, harassing, or bullying language, even if it is not received by the recipient. The sole possession of such material is a violation of this policy. Any electronic communication spreading or sharing such communications with others will be deemed a violation of the IDEA PCS Code of Conduct.

Any student found complicit in the posting, sending, or execution of communication that is deemed inappropriate will be subject to disciplinary action as defined in the IDEA PCS Code of Conduct.

Any student found to be using IDEA PCS technology for inappropriate communication will have his or her technology privileges suspended.



Acceptable Use Agreement

ACCEPTANCE OF CONDITIONS

Print name of student

accepts the conditions, as outline in the
Acceptable Use Agreement, for provision of the
Internet and school computers by

IDEA Public Charter School (IDEA PCS)

Student Signature

Date

Parent/Guardian Signature

Date

Appendix T



Probation Report #1: January through March 2013

This required report to the DC Public Charter School Board will cover elements of the IDEA turnaround effort from January through March 2013.

In January, the Board of Trustees and staff decided to reorganize the IDEA academic leadership team in order to achieve school wide goals. In place of the Head of Academics position, the Executive Director put in place an Academic Excellence Committee to implement IDEA's academic program. The Academic Excellence Committee consists of our department chairs and instructional coach (all seasoned teachers who each has more than 7 years teaching experience), together with the Head of School Culture (also a former teacher), and the Deans. Alexandra Pardo, a TenSquare consultant, who has been part of the restructuring team from the beginning, meets with the Academic Excellence committee regularly to make sure the team is staying in line with the restructuring effort's recommendations. She also provides executive academic oversight to the school. In addition, Ethan Mitnick, another consultant through TenSquare, and a former school leader from New York, focuses primarily on teacher observations and coaching, use of data to drive instruction, and professional development. Ethan has an Ed.D. in Education and Administration of Special Education from Teachers College, and a MA in Teaching.

Academic Performance

For the purposes of this report, Academic reporting will be divided into six key areas: Professional Development, Instruction, Curriculum, Intervention, and Academic Culture, Assessment.

Professional Development

IDEA has implemented significant professional development programming to meet the specific needs of staff and students. Professional development has focused on three main structures: leadership team development, full-school Data Days, and weekly faculty professional development.

Leadership Team Development. A key component of professional development at IDEA during the 2012-2013 school year has been developing the skill set of the lead teacher team to motivate and coach teachers more effectively. An important element of

this development has included training on how to create DC CAS-aligned interim assessments and how to engage in thoughtful data-driven analysis of the results.

Full-school Data Days. Recognizing the need for the entire school faculty and staff to analyze and interact with student outcome data, four full-school Data Days were held (October 15, 2012, full day; November 20, 2012, half day; February 1, 2013, half day, March 11, 2013, full day). Data Days were implemented for the entire staff to look closely at student data from interim assessments, and data analysis sessions were led by IDEA's lead teachers in ELA and Math. This area of professional development included the following components:

- Close analysis of student outcomes on interim exams 3 and 4 identifying grade level and student level standard mastery;
- Teachers across subject and grade levels planning out standards based re-teaching lessons and activities based on student outcomes;
- Teachers in subject teams mapping backwards unit instruction based on student and grade level standards mastery.

The leadership team worked together to create the agendas for these days based on the current needs of the school. In addition to interim data analysis and re-teaching planning, teachers engaged in data "Chat and Chews" over breakfast so that they could make observations on student performance data. Teachers, alongside the lead team, also took time to engage in critical school culture planning to encourage motivation and investment in students. This planning resulted in a number of incentives for students to improve their interim achievement including a Pep Rally and field trips. Teachers of testing grades who do not teach ELA and math received training on how to integrate key DC CAS skills into their instruction to ensure students received as much skill practice as possible.

Weekly Faculty Professional Development Sessions. After-school professional development sessions that took place every Wednesday from 3:30 to 5:00 also incorporated a significant focus on school-wide achievement. Based on specific areas for improvement needed in classrooms across the school, a TenSquare consultant in collaboration with the leadership team developed a PD session at which teachers were trained on five high-impact strategies to improve management and instruction in their classes, as well as integrating DC CAS-related skills. The strategies included a procedure for using critical thinking and evidence while solving multiple choice questions, an increased focus on independent work, and training on a "strategic debrief" to encourage teachers to respond to student misconceptions in real time. Teachers in all disciplines received this training so that they could use and reinforce these strategies throughout the day, thereby implementing DC CAS skills preparation across the curriculum. After the training took place, the leadership team divided up the teacher roster and observed the five strategies in action through mini-observations. They followed up by sharing feedback on their observations with the teachers they observed.

Instruction.

Teachers receive multiple observations by the leadership team, and consultants. In addition to feedback on management and effective instructional strategies, explicit feedback is provided on effective high-impact strategies for DC CAS success. Four

members of the leadership team also give targeted feedback to teachers in the testing grades. As a result of this feedback, both classroom management and instructional strategies have improved significantly in 7th, 8th, and 10th grade math and ELA classes. There are fewer behavior issues and higher levels of student engagement during learning activities.

Curriculum & Interventions

In order to increase student reading proficiency, IDEA launched the Accelerated Reader program at all grade levels. Accelerated Reader is a research based reading program that has been found to be effective for adolescent readers to improve comprehension and fluency. This program allows students to set reading goals, to track the amount they have read, and to think more critically about their independent reading books. Readers are paired with on level reading texts based on students' Lexile scores, a research based best-practice. Since the implementation of the program at the beginning of February, teachers have noticed significant improvements in students' independent reading abilities, stamina, and text analysis.

The IDEA leadership team also identified critical materials for teaching DC CAS aligned skills and shared these materials with teachers. These materials include middle school Common-Core aligned test preparation books from Triumph Learning as well as MCAS (Massachusetts) Common-Core aligned test preparation books and online resources used for both ELA and math. Teachers received feedback on how to build key question stems not only into interims and quizzes, but also into class work and class discussion protocols. To develop students writing for the DC CAS short response and composition sections, the school adopted a school-wide writing strategy called "RACERS" that helped to scaffold analytical writing pieces that teachers were able to teach not only in ELA classes but also in other content-area classes such as Science and Social Studies. In Math, teachers identified how to incorporate math formulas provided on the DC CAS into instruction. And, teachers identified key calculator operations necessary for success on the DC CAS and how to incorporate these functions into teaching.

In January, due to the significant need for academic improvement in the testing grades, IDEA's leadership team designed a comprehensive plan for intervention for its 7th, 8th, and 10th grade students.

Middle school interventions. For the 7th and 8th graders, IDEA created Targeted Intervention (TI) groups that students would attend for 90 minutes every morning, alternating ELA and math every other day. TI groups were comprised of 5-10 students grouped homogeneously based on common academic strengths and weaknesses and staffed by a trained IDEA teacher. Lead ELA and Math teachers designed the lesson plans for TI classes and shared these lessons in a timely fashion with the teachers assigned to work with each group. TI has become a critical time of day for students to receive explicit instruction on critical DC CAS skills in a small group setting. TI groups meet first thing in the morning to maximize on student alertness and endurance.

High school interventions. Intervention for 10th grade students has proceeded as small group and 1:1. Each tenth grade English teacher was assigned ten 10th graders and one middle school English teacher was assigned eight students who were in need of focused

small group support. In small groups, the teachers and students reviewed assessment items and practiced skills with grade-level short texts.

An additional teacher was hired at the beginning of March to work with students in small groups. In addition, teachers were doubled up so that 10th graders had two teachers in their math classrooms. One of these teachers was able to pull small groups to offer targeted supports to more students. In the four weeks leading up to the test, Tuesday and Thursday tutoring held by the math lead teacher was also made available to students.

Spring Break Academy and Saturday Academy. To offer 10th graders even more intensive Math support, IDEA conducted a Spring Break institute for math tutoring and review as well as 6 sessions of Saturday Math support. Over Spring Break, three two-hour sessions were offered. Each Saturday session was three hours in length. These sessions were well-staffed by adults which allowed students to receive tutoring in very small groups (between one and three students in size).

Academic Culture

A critical piece of the academic turnaround at IDEA has been designing and implementing culture initiatives to encourage motivation and investment for both students and staff that are focused on achievement. The culture initiatives were based on a "culture of urgency" that the leadership team has worked to build in the staff. Having designed initiatives to invest the staff, the leadership team also designed a series of programs to invest students in the push for achievement. Starting in December, students who demonstrated significant growth on interim performance earned the chance to attend team-building field trips (e.g. bowling, laser tag). 10th grade ELA teachers also created "mini-teams" of students based on specific academic areas in which the students needed to improve. For example, teachers created a group of three 10th grade students and named them "the CAS-anchors;" then made it clear to these three students that in order to improve their ELA interim scores they needed to go back to the text more often to check their answers. Based on the interim performance of these targeted small groups, the 10th grade could collectively earn engaging rewards such as seeing one of their teachers wearing a funny article of clothing or styling her hair in a different way. Students showed authentic investment in these challenges and anxiously awaited the results of their efforts on interims.

Additional culture programming will be implemented in the weeks leading up to the exam to both motivate students and to message urgency. All 7th, 8th, and 10th grade students will attend a motivational Pep Rally the week before they take the DC CAS at which teachers will show a silly video of themselves dancing the "Harlem Shake." Individual incentives for students will include award tokens in the weeks leading up to the test for demonstrating targeted academic behaviors that can be exchanged for prizes and special privileges.

Assessment

The IDEA leadership team and teaching team have implemented a highly comprehensive interim assessment system at the school during the 2012-2013 school year. The lead team received professional development from TenSquare consultants to align teaching and interim assessments to the DC CAS. An introductory session was conducted in August

with follow up sessions in October, in time for the first interim assessment. TenSquare provided direct professional development on aligning question stems to the DC CAS, mapping instruction to standards, and analyzing student data. An interim assessment evaluation template was developed to evaluate the alignment of each interim assessment to the DC CAS, based on the resource guide. Data reporting formats and structures were also reviewed with the lead team. Students in grades 7, 8, 9, and 10 took four interim assessments in math and English between October and March.

The lead team followed a detailed process for developing and analyzing the interim assessments. First, each assessment was written by IDEA lead teachers. TenSquare reviewed each assessment and provided feedback for revisions. Additionally, consultants assisted with finding question content using Common Core aligned questions in math and English. The consultant's review considered the rigor of reading passages, the distribution of questions, question stem alignment, and alignment to Common Core standards. TenSquare approved interim assessments used based on the aforementioned criteria. After each interim, the lead team, along with TenSquare consultants, dissected student outcomes of each interim. While aggregate outcome data was reviewed, in depth standard and question analysis was critical to this process. The team reviewed how students did on each question and the answer distribution for each to dissect common mistakes, misunderstandings, and highlight mastery. Student mastery across standards was used to make revisions to the curriculum, especially in math. Results of the interim 2 and 3 were the impetus for intervention strategies mentioned above. The results of these assessments were used to plan the interventions, identify students, and determine strategies. The results of interim 4 were used to plan Saturday and spring break interventions for students.

In reviewing the data of interim 2, the lead team coordinated efforts around assessment practices. With the guidance of TenSquare consultants, the lead team implemented a testing schedule to create an optimal testing environment. Procedures were implemented for testing absent students, for activities in non-testing grades, and for aligning common grading practices for open response questions. Processes were also established for mimicking the DC CAS administration including suggested times and process for students who need extended time, testing special education students in small groups, and student access to DC CAS math reference cards. The lead team aimed to develop an optimal testing environment for students as well as practice testing procedures for staff. From the interim assessment program, teachers and leaders at IDEA had a clearer picture of student performance on DC CAS aligned assessments. Student performance data on key interim exams is explained in further detail in the sections below.

10th Grade ELA

Performance	Interim 1	Interim 2	Interim 3	Interim 4
Less than 50%	11	13	7	5
50%-59%	21	20	16	9
60%-69%	11	4	8	11
70% and above	11	23	24	29
Number of students tested	54	60	55	54

Comments: Over the course of the four interim assessments, 10th grade ELA showed considerable improvement. The number of students scoring below 50% and from 50% to 59% dropped significantly (29%) from the first to the 4th interim. Additionally, the proportion of students who scored in the proficient range (70% and above) increased from 20% to 54% demonstrating the effects of the interventions and curriculum and instructional tweaks.

10th Grade Math

Performance	Interim 1	Interim 2	Interim 3	Interim 4
Less than 40%	16	29	26	20
40%-45%	7	15	12	14
46%-50%	4	3	9	7
51% and above	4	9	7	13
Number of students tested	33	56	54	54

Comments: The percentage bands are different for 10th grade math because proficiency cut-offs on the exam are set at 50%. It is important to note that nearly half of the students did not test in interim 1 so the results are not indicative of grade level performance. When reviewing the data based on these adjusted performance levels, one positive indicator is that more students scored over 50% between interims one and four. However, the number of students in the less than 40% category and the 40%-45% category remained high on all of the exams. Notably, the proportion of students in the lowest band (<40%) fell between interim 2 (51%) and interim 4 (37%), a 14 percentage point drop. In comparing the proportion of students who were proficient from interim 2 to interim 4, an increase of 8 percentage points is evident indicating growth.

Through the process of administering interim assessments, IDEA teachers and leaders identified instructional and test-preparation strategies that worked well as well as strategies that were not as effective at pushing achievement. For example, in 10th grade ELA, the interim that showed the most student growth, the teachers were able to implement specific strategies such as "RACERS" for writing organization and "Catch and Match" for multiple choice analysis. Students also had the same teachers for the whole year in their ELA class. In 10th grade math, an interim that showed little growth, however, the team in reflection feels they did not spend enough time focusing on remedial skills that students needed to demonstrate proficiency in grade level standards.

Enrollment

To date, IDEA has 240 completed student applications with a 300-student enrollment goal for SY 2013-14. To encourage re-enrollment, the Leadership team launched a "healthy competition" among its advisors in grades 8-11 to see which advisor could encourage the highest number of students to re-apply. Additional program to encourage re-enrollment includes Walk-in Wednesdays for parents to tour the school (weekly at

9:30 AM), Muffins for Mom/Donuts for Dads (once a month at arrival/drop-off times), and Open Houses (bi-monthly on weekends and evenings). In April, the school also added a "Friday dress down" incentive prior to the Spring Break for students who completed their re-enrollment applications.

Attendance

IDEA's attendance rate through March 29th (as calculated by/reported to PCSB) is as follows:

Grade Level	Attendance %	MS & HS %
7	94%	94%
8	94%	
9	88%	
10	89%	90%
11	89%	
12	92%	
Overall		91%

Strategies for attendance have included:

- Focused students and families on our attendance policy through August Family Orientations, planned teaching in advisories, and mailings home
- Incentives (like Friday dress downs) were created for advisories/homerooms with 95%+ attendance and high attendance rates
- Students with perfect attendance are celebrated each quarter at grade level Community Meetings with Timberwolf R.O.A.R.S. (Recognizing Outstanding Achievement and Rewarding Success)
- Personal teacher, advisor, and admin calls home for chronically absent students, including CFSA and Truancy reporting when appropriate

School Culture

IDEA has put a strong emphasis on a new, positive school culture. Initiatives have included:

- School-wide focus on planned teaching of social skills and classroom expectations
- Common language of IDEA's five "Guiding Principles" posted prominently in every hallway and classroom
 - We are prepared to learn and do our best.
 - We respect ourselves, each other and our surroundings.

- We take responsibility for our actions and learning.
 - We work together to resolve challenges in thoughtful and meaningful ways.
 - We celebrate our individual and collective successes.
- **Culture PD** (August and revisited quarterly at Wednesday PDs) including Uncommon School Initiative training and video-review of strategies such as 100%, What To Do, Do It Again, Strong Voice, No Opt-Out, Cold Call & Threshold
 - **Weekly grade-level team meetings** to troubleshoot student behavior challenges and develop action plans
 - **Positive Behavioral Interventions and Supports**
 - Robust Student Support Team process led by a member of the Special Education department and Grade-Level Team Leaders
 - Data tracking of office discipline referrals and parent calls
 - Grade-level point tracking of positive behaviors through IDEA bucks and point systems (points translate to grade-level specific privileges and rewards)
 - Daily behavior tracking sheets to support individual students, set goals for improvement, and facilitate communication with home
 - **Family Conferences** three times throughout the year to address academic and behavioral concerns; facilitated by advisors and student-led with parents present
 - **Mandatory student re-entry meetings** to force communication between home and school for suspended students and prevent re-occurrences of same behaviors

Seniors On-Track to Graduate

As per data from a transcript audit performed at the end of March, IDEA Leadership team in collaboration with PCSB staff determined that 37 of the school's 50 seniors (74%) are on track for graduation as per school and state requirements. Of the remaining 13 students who are not on track, 10 students have not fulfilled their community service hours. The IDEA leadership team believes these students will be able to fulfill this requirement before their June graduation. The remaining three students are missing both community service hours and required courses. Each of these students is missing only one credit and the leadership team believes they can make up these credits over the summer. The school is on track, therefore, to have all seniors graduate by the end of summer, 2013.

Specific initiatives to support juniors and seniors towards graduation have included:

- Advisory model with 50 seniors divided between five senior advisors that take primary responsibility for guiding their students through the senior year with daily check-ins;
- All juniors are taking a mock-SAT on Saturday, April 20, which will be followed by 7.5 hours of individualized SAT Prep classes over a five day period; each session will be 1.5 hours in a classroom at Georgetown Law School;
- Juniors LOUs are all completed and will begin planning for Senior year courses with an off-site workshop at the Fishing School on Thursday, April 25;
- Over 80% of the juniors are registered for the May and June SATs.

College Application & Acceptance

As of April 10th, 2013, 100% of IDEA's 50 seniors have applied to at least one college, while 46% have applied to three or more colleges or universities. Through a Google doc tracking system, the school staff is keeping a close watch on indicators that show progress toward college acceptance including ACT and SAT scores, letters of recommendation, potential areas of academic interest, and community service hours. Each day, letters of college acceptance arrive at the school, and Dean Lori Briscoe sends a full-staff email so that teachers are aware of the acceptances. We expect 100% college acceptance for a second year in a row.

In Sum

Ninety-five percent of our teachers have indicated their intent to return for the next school year and we have student applications on file for over 80% of our enrollment target. We are proud of our progress to date and will continue to drive change on a daily basis through the end of the school year. We invite the PCSB staff and board to visit us to see first hand the enthusiasm, professionalism, dedication and accountability of our faculty/staff team, student body and family community.

IDEA Public Charter School Probation Report:
April through June, 2013

This required report to the DC Public Charter School Board will cover elements of the IDEA turnaround effort from April through June, 2013.

This report describes the ongoing efforts of the Academic Excellence Committee tasked in January with improving IDEA's academic program. The Academic Excellence Committee consisted of department chairs (all seasoned teachers who each have more than 7 years teaching experience), the Head of School Culture (also a former teacher), and the two Deans. Alexandra Pardo, a TenSquare consultant who has been part of the restructuring team from the beginning, communicated with the Academic Excellence Committee as needed during this interval to make sure the team followed restructuring effort's recommendations. She also provided executive academic oversight to the school. In addition, Ethan Mitnick, another consultant working with TenSquare and a former charter school leader in New York City, focused primarily on teacher observations and coaching, leadership coaching, and strategic planning.

Academic Performance

For the purposes of this report, Academic reporting will be divided into six key areas: Professional Development, Leadership Development, Instruction and Curriculum, Intervention, Academic Culture, and Assessment.

Professional Development

Ethan Mitnick continued observing teachers until the end of the school year. Each of the 32 teachers received two formal observations of instruction paired with follow-up feedback meetings. Based on teachers' performance and response to feedback, teachers were grouped into four categories and this data was a factor in making hiring decisions at the end of the year.

In addition to teacher observation, IDEA teachers had the opportunity to participate in different PD sessions after DC CAS administration came to a close. In June, IDEA joined the ToPPP grant, a Race to the Top grant administered by Cesar Chavez Public Charter Schools, that offers an array of professional development to teachers at member schools at no cost. Through the ToPPP grant, ten staff members attended Common Core Workshops in Literacy and Math. Six teachers also signed up to participate in the grant's summer Inquiry Groups that consist of teams of teachers to focusing deeply on one Common Core instructional shift to improve their practice.

Staff have also been signed up for upcoming PDs. At least six teachers will attend a co-teaching PD in August offered by the ToPPP grant, and two teachers will be attending a Teachers College PD in New York City in August for advanced training on Reader's and Writer's Workshop.

Leadership Development

Until the end of April, the IDEA team was primarily focused on a successful DC CAS implementation (more information below). TenSquare supported by offering recommendations and feedback about this implementation.

In May and June, IDEA shifted its focus to developing its organizational structure for next year which includes a Principal, an Assistant Principal (Director of Academics), a team of content-area Department Leaders, and a team of Grade Level Leaders. TenSquare worked closely with Justin Rydstrom to create the vision, job descriptions, and applications for these positions (more information on hiring below). TenSquare also supported with planning the summer Leadership Retreat held on June 20th, 21st, and 24th to ensure that leaders were working together to engage in strategic planning for the 2013-2014 school year as effectively as possible.

Instruction and Curriculum

IDEA's 2013 Summer School Session began on June 24th and will conclude on July 26th (23 instructional days). As of July 12, there are 40 active 9th, 10th, 11th and 12th graders on the Summer School roster. This number includes 9 students attending a "Technology Boot Camp" for Microsoft Office Certification. Average daily attendance to date is 33 students. IDEA is currently offering credit recovery in the following instructional areas: Algebra 1, English 9, DC History, Chemistry, US History and Earth Science. In addition to these courses and the previously mentioned "Technology Boot Camp", IDEA is also providing a self-contained classroom environment for 7 special education students. This class is being co-taught by two members of the IDEA Special Education teaching staff. Staff is rigidly adhering to Summer School attendance criteria, student uniform policy, behavior, and academic excellence and student response has been very positive and encouraging.

Another summer initiative is in place to prepare students for the rigor of Common Core standards; teams of teachers are currently engaged in Math and Literacy curriculum planning. To date, the Math team has completed seven days of planning. The English team has six days of planning on the calendar scheduled for late July.

Intervention

As with other components of the academic program, the IDEA leadership team is looking ahead to the 2013-2014 school year regarding intervention for struggling students. The team developed and launched IDEA's first Freshman Academy, a two-week summer orientation for incoming 9th graders, on July 15th. Freshman Academy is a form of proactive intervention that will help set up 9th graders for success; it is intended to assess students' current academic levels, offer remedial instruction to close learning gaps, and to teach and reinforce key academic behaviors and expectations that are foundational for high school achievement. IDEA plans to administer NAEP's MAP Math test to all incoming 9th graders by August 26th, 2013. In designing Freshman Academy as well as freshman-level curriculum, the IDEA leadership team has sought advice regarding program design from high-performing charter schools including SCI Academy in New Orleans as well as Thurgood Marshall Academy, E.L. Haynes, KIPP, and DC Prep locally. Although the orientation is not a requirement for incoming 9th graders, all registered 9th grade families have been contacted and parents are being encouraged to ensure their students are in attendance. Response to this program has been overwhelmingly positive and the school looks forward to hosting a substantial number of incoming 9th grade students.

In addition to Freshman Academy, IDEA has designed next year's master schedule to include a dedicated intervention block (45 minutes, four times a week) for all 9th and 10th grade students. This will give students focused time for practice and review of critical academic skills in need of reinforcement.

Academic Culture

In reflecting on the academic culture interventions implemented in Spring, 2013, the IDEA team was pleased about their effectiveness. At the leadership retreat, they discussed their commitment to keep programming in place that is designed to celebrate student learning and achievement. Programming that will continue into the 2013-2014 school year includes the "Prep Rally" held before DC CAS, the unique incentives in place for groups of students who are working to achieve their interim scores, and fun, culture-building initiatives including staff wearing wolf hats and distributing award tokens to students demonstrating targeted academic behaviors.

Assessment

During the April to June period no additional interim exams were administered because of DC CAS. IDEA received DC CAS scores during the week of July 8 and was pleased to

see significant increases in student performance (specific data is still embargoed at this time).

Reflecting on the administration of DC CAS, the school was pleased with its attention to detail and compliant procedures and protocols. The school plans to mirror the process used this year to administer DC CAS in the 2013-2014 school year. Specific actions during DC CAS administration included administering all ELA tests before Math tests to keep students focused on one content area at a time, off-site programming (including SAT Prep classes for Juniors) for non-tested grades, administration of NWEA's MAP test for ninth grade math, and a school-wide Pep Rally prior to testing weeks. Administration of end-of-year final exams also went smoothly during the month of June; as with DC CAS, IDEA plans to implement a similar process next year.

In addition to reflecting on DC CAS and final exam administration, the IDEA team has engaged in planning for quality assessment in the 2013-2014 school year by entering into a partnership with the Achievement Network ("ANet"), an interim assessment provider with a significant focus on coaching teachers and leaders to use best practices for data-driven instruction. ANet will offer interims to 9th and 10th grades in its partner schools in DC during the 2013-2014 school year. IDEA is entering into the ANet partnership to both ensure the use of high-quality assessments to measure student learning and to develop the skills of its teachers and leaders in the process of analyzing instructional data. Initial ANet professional developments and meetings have been scheduled for key staff on the IDEA leadership team.

School Culture and Operations

School Culture and Operations will be divided into the following sections: School Culture, Special Events, Enrollment, Attendance, College Acceptance, and Staff Retention Data.

School Culture

During April, May, and June, the IDEA team continued its efforts to maintain a positive school culture through a number of initiatives including but not limited to intentional teaching of school-wide behavior expectations, teacher use of common language around IDEA's five "Guiding Principles," coaching and support through formal observation of best practices for classroom culture, discussion of student behavior issues during weekly Grade Level team meetings, and the implementation of positive behavior interventions and supports.

Special Events

IDEA held three special events to celebrate its students' achievements: prom and a commencement ceremony. Prom, held on Thursday, May 16 at Martin's Crosswinds was a safe and enjoyable event for students. IDEA promoted their last class of eighth graders to high school on Wednesday, June 12. Twenty-one Junior Academy students were promoted to high school and the vast majority expects to re-enroll at IDEA in 2013-14. The graduation commencement ceremony, held at the Prince George's Community College's Queen Anne Auditorium, was attended by over 300 people. The event was well-organized and gave IDEA families and community member a chance to celebrate and acknowledge seniors' academic achievements. Students and families were honored to have DC Ward 7 Councilmember Yvette Alexander and PCSB Board Chair Skip McCoy in attendance as well. Thirty-eight students graduated from IDEA at the June 14th commencement and another eleven are expect to graduate at DCPS's "rainbow" graduation on August 9th, having successfully completed summer school and credit recovery classes.

Attendance

IDEA's attendance rate through the end of the school year (as calculated by/reported to PCSB) is as follows:

Grade Level	Attendance %
Middle School	94.5%
High School	91.2%

College Application and Acceptance

During the 2012-2013 school year, 100% of IDEA's 50 seniors applied to at least one college, with a significant portion having applied to three or more colleges or universities. The school found its Google doc tracking system effective at monitoring student college application outcomes, which allowed staff to keep close watch on indicators that showed progress toward college acceptance including ACT and SAT scores, letters of recommendation, potential areas of academic interest, and community service hours. During April, May and June, Dean Lori Briscoe continued to send full-staff emails to update the staff on students' college acceptances. IDEA expects 100% college acceptance for a second year in a row.

Staff Retention Data

The IDEA team is pleased to report that 96% of the teaching and leader staff that it wanted to keep on staff for the 2013-2014 school year will be remaining with IDEA.

Planning for the 2013-2014 School Year

To demonstrate that the IDEA leadership team is working to improve school quality in the 2013-2014 school year, it is critical to mention specific actions and efforts taking place in the following areas: Hiring, Leadership Retreat, Teacher Performance Management, Pre-Service Planning, and Special Education Supports.

Hiring

As mentioned above, as the school has developed over the last several months, the Academic Excellence Committee has been reorganized into a more traditional school leadership structure including a Principal, and Assistant Principal, a content-based Department Leader team, and a Grade Level leader team. As of June 30, 2013, all of these positions have been staffed. Justin Rydstrom, Head of School Culture during the 2012-2013 school year, has been promoted to Principal to lead both the academic and operational functions of the school. Lanette Bacchus, an experienced charter high school academic leader, has been hired as the Director of Academics/Assistant Principal. All members of the Academic Excellence Committee will remain in leadership positions at IDEA next year except for Ashley Johnson, high school English Department Leader. Ashley will be attending graduate school for her Ph.D. while continuing to offer strategic support to IDEA because of her considerable institutional knowledge.

Leadership Retreat

With coaching and support from TenSquare, IDEA held a three-day leadership retreat on June 20th, 21st, and 24th to reflect on the past school year and engage in strategic planning for the 2013-2014 school year. At the retreat, the school set high goals for student achievement. It also set specific goals for teacher performance and student culture outcomes. These goals will be rolled out to all staff at pre-service in August. In addition to reflection and goal-setting, at the Leadership Retreat the team finalized critical aspects of summer planning designed to support student achievement including summer curriculum planning and Freshman Academy design.

Teacher Performance Management

The IDEA leadership team is also in the process of developing a model for coaching and conferencing to improve teacher performance in the 2013-2014 school year. This model is designed to give teachers frequent feedback on a coaching cycle so that they can target

and refine their instruction in specific areas. The team will outline this model to teachers at pre-service in mid-August.

IDEA will use Marzano's Effective Supervision Framework for teacher evaluation, and teacher evaluation data will be collected via an online tool called iObservation. This evaluation instrument and process is based on Dr. Robert Marzano's evaluation framework. iObservation is a web-based evaluation tool that provides specific and clear language based on Marzano's domains/elements, and allows teachers to receive immediate feedback from their observers and evaluators. The system contains online resources, which provide guidance for teachers and administrators in their professional growth. Additionally, it allows teachers create collaborative groups to share best practices thus creating professional learning communities. Marzano's framework has been chosen because it has been most successful (according to research) at developing teachers in the classroom to determine direct correlation of teaching strategies and student achievement.

Pre-Service Planning

Over the summer the IDEA team will continue its planning for a robust 10 day Pre-Service institute for all staff. This institute will include trainings on curriculum, student culture, and operations.

Special Education Supports

To focus the academic supports offered to students with IEPs, IDEA is transitioning to a more intentional co-teaching model for its 9th and 10th grade students with IEPs during the 2013-2014 school year. This structural change is expected to be more effective because Special Education teachers will be able to align their instruction and supports more closely with grade-level classroom curriculum and will be better able to support students in an inclusive setting. Staff will receive training on specific co-teaching practices through ToPPP grant professional development.

In Summary

IDEA is proud of the progress it has made both in academics and school culture, especially during the second half of the 2012-2013 school year. The staff's efforts around school improvement are evident in both DC CAS achievement as well as the more positive environment for learning present throughout the school. The team is confident that the school's success will continue to grow moving into the 2013-2014 school year.



Probation Report #3: September through November 2013

This required report to the DC Public Charter School Board will cover elements of the IDEA turnaround effort from September through November 2013. Since the last report submitted in July, OSSE released 2013 DC CAS scores and the PCSB released 2013 Performance Management Framework results. IDEA's progress on both measures shows the positive impact of school improvement methods.

Between 2012 and 2013, IDEA's composite DC CAS scores jumped 21%, improving more than any other public or public charter school in the District. This earned IDEA the honor of becoming an OSSE Rewards School and ranking #1 among Washington, DC middle/high schools in student achievement gains on the 2013 DC CAS.

The positive trajectory of IDEA's high school program was also evident in the school's PMF score, which increased over 15 points from 2012 to 2013. In 2013, IDEA earned a score of 43.7 placing them in Tier 2, up from their Tier 3 ranking of a 28.4 in 2012.

The report that follows describes the work lead by IDEA's School Leadership Team comprised of:

- o **John Goldman, Executive Director**
- o **Justin Rydstrom, Principal**
- o **Lanette Bacchus, Director of Academics**
- o **Lori Briscoe, Dean of Students**
- o **Melanie Maxwell, Dean of Culture**
- o **Debbie Guillaume, Director of Special Education**
- o **Nicole Seward, VP of Operations**
- o **Jue Green, Director of Development**

IDEA serves nearly 200 students in grades 9-12. In addition to a robust academic program, IDEA offers Army Junior Reserve Officer Training Corps (JROTC) and Career Tech Education (CTE) programs. The JROTC affords students the opportunity to learn leadership and service while CTE offerings include Microsoft Academy and AutoCAD courses.

Academic Performance

For the purposes of this report, Academic reporting will be divided into five key areas: Professional Development, Instruction, Curriculum, Assessment, and Interventions.

Professional Development

IDEA continues to implement a comprehensive professional development program, introduced in SY 12-13, to meet the specific needs of staff and students. Professional development focuses on three main areas—an intensive two-week teaching institute, weekly professional development for faculty, and full-school Data Days—and is grounded in Thomas Guskey's five levels of professional development evaluation and Paul Hambrick-Santoyo's evaluation of professional development.

Weekly Faculty Professional Development Sessions. After-school professional development sessions, run by the Director of Academics, Lanette Bacchus, are held every Wednesday from 2:00 to 4:30.

This year's professional development objectives include:

- Assessing instructional practices to increase students' learning needs as informed by classroom, school-wide, and state data
- Diagnosing and improving educational practice through consistent and systemic self-assessment and reflection
- Providing a broad repertoire of instructional strategies that demonstrates high quality experiences of rigorous dialogue and critical thinking skills
- Establishing the connection between staff beliefs about students at IDEA and what classroom instruction must look like based on these beliefs
- Developing a core curriculum that encompasses concepts, literacy across content areas, assessments, and rigorous experiences
- Understanding the structure and meaning of the Common Core standards in ELA, Math, and Literacy in History/Social Studies, Science, and Technical Subjects.
- Using formative assessments that provide accurate data about student progress towards the goals of Common Core in preparation for DC CAS and PARCC
- Analyzing data collaboratively using data-driven dialogue and individual reflection

Full-school Data Days. Data Days provide an opportunity for the entire staff to look closely at student performance data from interim assessments. IDEA's lead teachers in ELA and Math lead Data Day sessions with support from ANet, Principal Rydstrom and the Director of Academics. This area of professional development includes the following components:

- Close analysis of student outcomes on the first interim assessment, including the identification of grade level and student level standard mastery;

- Time for teachers to meet in subject and grade level teams to plan standards-based re-teaching lessons and activities based on student outcomes.
- Time for teachers to meet in subject teams to backwards map unit instruction based on student and grade level standards mastery.

IDEA held one Data Day (November 1st) during this reporting period with the second scheduled for December 20th, following the second round of interim assessments.

Instruction

IDEA's academic leadership team continuously monitors the school's 23 teachers instruction through multiple formal and informal observations. Leadership plans to observe teachers informally at least twice per quarter and formally at least once per school year.

Since the beginning of the school year, one hundred percent of teachers were observed at least once in Domain 1 of the Marzano Art and Science of Teaching Framework, which focuses on classroom strategies and behaviors. Once observed, teachers were assigned a designation—Not Using, Beginning, Developing, and On Track—and supported according to their perceived needs. Leadership uses benchmark data and observations to create an individualized Performance Improvement Plan for each teacher. PIPs track individual progress and will inform hiring decisions slated for March-May.

Curriculum

Over the summer, IDEA revised our core curriculum to 1) increase focus on writing good objectives; 2) incorporate literacy across all content areas; 3) align the curriculum with Common Core standards; and 4) prepare for the transition to the PARCC.

IDEA continues to implement a school-wide writing strategy called "RACERS", first introduced in early 2013, that helps to scaffold analytical writing pieces for teachers to incorporate into all content area classes, not just ELA.

In SY 13-14, school leadership is increasing focus on sustaining school improvements by building internal capacity. Each content team is creating curriculum binders that capture all lesson plans and major and minor assessments to ensure consistency across teachers and grade levels. More dedicated common planning time and consistent content meetings are helping to institutionalize IDEA's curriculum and prepares students and teachers for the school's transition to Common Core standards.

Assessment

IDEA is working with the Achievement Network (ANet) to administer and analyze four benchmark assessments throughout the 2013-14 school year; three will be completed prior to the DC CAS and one after. IDEA administered the first assessment during the week of October 21st and the second during the week of December 9th.

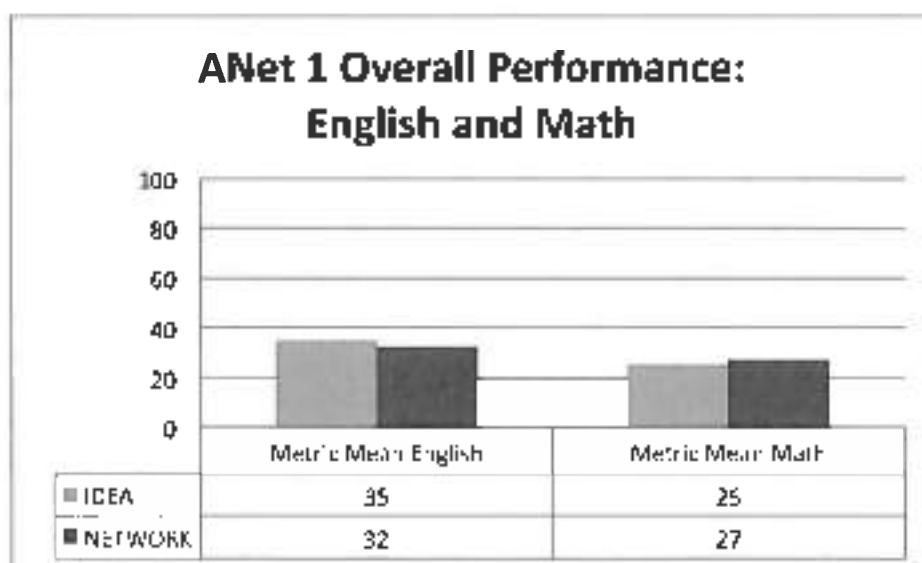
Following each benchmark, IDEA partners with ANet to hold a full day professional development sessions for teachers focused on data analysis. The first all-day PD was held on November 1st and the second on December 11th. These Data Days are coupled with

subsequent re-teach cycles and adjustments to intervention groupings monitored by members of the academic leadership team.

Interim Assessment #1 Snapshot: English and Math

IDEA partnered with ANet to administer the first benchmark assessment of the school year during the week of October 23rd. Over 95% of the 9th and 10th graders completed the assessment.

Analysis shows that IDEA students are performing slightly above students from ANet network schools in English and slightly below in math. However, the math comparisons to the network only reflects IDEA's ninth grade students in Algebra I (49) because the Geometry interim administered for 10th grade was co-written by the IDEA math department chair and the geometry teacher at Dunbar HS. During the Data Day immediately following the first benchmark, faculty examined in depth analysis of student mastery by domain in English and math with the goal of using re-teaching and intervention groupings to move more students towards proficiency and beyond by the second benchmark.



Interventions

IDEA tailors interventions by grade level and according to individual student need. All ninth and tenth graders have a 50-minute ELA or math intervention block imbedded in their schedules four days per week. Underclassmen are assigned to flexible groupings based upon NAEP MAP testing and ANet interim assessment data (as seen above). All underclassmen completed MAP testing prior to October 15th and the first cycle of ANet testing by October 23rd. Intervention groupings are adjusted as student mastery increases.

Tenth graders also have the opportunity to attend a Saturday Math Academy. There have been four sessions held this school year.

Eleventh and twelfth graders take SAT Prep and College/Career Readiness five days per week. These classes help students prepare for post-secondary success. Student learn test strategies and review content knowledge in SAT Prep. and the College/Career Readiness curriculum guides them through the college application and job-seeking process.

Enrollment

IDEA certified its student enrollment at 198 students based on the October 5th "count." This school year IDEA will continue to enroll students based on availability to maintain an overall student population of 200 with approximately 50 students per grade level. The school accepted three new 11th grade students in late October/November; however, there is now a small waitlist for both the 11th and 12th grades.

Attendance

Overall, the average attendance rate for the first three months of school is over 90%. The senior class has a consistent rate above 90% and has the highest attendance rate of all grade levels for the first quarter of the school year.

IDEA continues to improve and refine attendance procedures and practices, striving towards a 95% daily attendance rate and 90% in-seat attendance rate. To maintain this goal, IDEA streamlined practices using the following initiatives:

- Improved morning check-in process
- Regular tardy to school calls to all families
- Regular absent to school calls to all families
- Daily school-wide attendance checks with all staff
- Attendance challenges by Advisory group as well as by grade level
- Timely Tuesday raffles for students with 100% on time attendance for the previous week
- Students with 100% on time attendance are also eligible for an opportunity to dress down the following week

School Culture

The IDEA team works hard each day to support students as they grow into productive scholars and citizens. To ensure that all faculty and staff are focused on the school's mission and Guiding Principles, school leadership made the following enhancements:

- School-Wide focus and recognition of each of the Guiding Principles
- Frequent recognition of academic and social growth and achievement
- Weekly small group advisory teams
- Creation of the Parallel Support Team (PST)

The Parallel Support Team (PST) consists of the school's mental health service providers, the Director of Special Education, the Director of Academics, both Deans and the Administrative Assistant. The overall goals of the team include:

- Share relevant information regarding students of concern
- Consolidate out-reach efforts regarding students of concern
- Develop an ongoing professional development plan for staff members to support IDEA's move towards becoming an inclusive and supportive school for all students

In Sum

The entire school community is proud of the school's significant progress as evidenced by substantial gains on both the 2013 DC CAS and PMF. Faculty, staff, and students are energized and eager to continue the school turnaround effort. The IDEA school leadership team encourages the PCSB staff and board to visit the campus to witness firsthand the drive, dedication, innovation, and commitment of our faculty, staff, students, and family community.

Appendix U

[ABOUT](#)[ADMISSIONS](#)[ACADEMICS](#)[ATHLETICS](#)[CAREER & TECHNICAL EDUCATION](#)[JROTC](#)[FOR STUDENTS](#)[HOME » FIVE GUIDING PRINCIPLES](#)

Five Guiding Principles

Each student is an important and valued member of the IDEA community. As a member in good standing, one must embody in word and action the values and how we behave as members of the IDEA community:

- We are prepared to learn and do our best
- We respect ourselves, each other, and our community
- We take responsibility for our actions and learning
- We work together to resolve challenges in thoughtful and meaningful ways
- We celebrate our individual and collective successes

[ACADEMICS](#)

Common Core State Standards

DC has adopted the new Common Core State Standards to ensure that students in our city are learning everything they need to know to succeed in school and in life.

[READ MORE »](#)

CONNECT



1027 45th Street, NE
Washington, DC 20019

WORD OF THE WEEK

Facetious (fa seeshus)

Part of Speech: Adjective

Definition: Treating serious issues with deliberate inappropriate humor

Derivatives: Facetiously, facetiousness

Example: She did not like when her boyfriend made facetious comments about her hair.

Synonyms: Teasing, flippant

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Tweets

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**IDEA PCS**

15 Apr

@IDEA_PCS

Even though we're on spring break this week, our cheerleaders were hard at work Monday running a cheer camp for... fb.me/4i54JHO1l

**IDEA PCS**

8 Apr

@IDEA_PCS

Photo highlights from our cheer squad competition victory!

**IDEA PCS**

8 Apr

@IDEA_PCS

Important dates coming up at IDEA!
April 9: Third quarter report cards issued
April 13-17: Spring break (school...
fb.me/2PrPhm4U5

Tweet to @IDEA_PCS

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Phone: 202-399-4750 ★ Fax: 202-399-4387 ★ Efax: 1-866-272-0217★ CFC: #26032

Appendix V

IDEA PCS Board Retreat Minutes
August 25, 2012

In attendance from the Board: David Owens, Joanne Doddy Fort, Garrett Rush, Calvin Snowden, Kelly Nakamoto, Dr. Keith Stephenson, Suzie Dixon. Also in attendance: John Goldman, IDEA Executive Director, and from Ten Square Katie Herman and by telephone Josh Kern.

Chair David Owens called the retreat to order at 9:35 am. He provided introductory remarks and reviewed the proposed agenda that was accepted by the Board.

Discussion and Approval of Policy Manuals and other Handouts: Board members were provided with several handouts that were individually discussed and considered as follows:

1. Employee Policy Handbook.

John Goldman presented the Employee Policy Handbook. The Board members had questions about several of the policies:

- a. On the change from accrued leave to “use or lose” leave: The Board discussed the change in the leave policy that would institute a “use or lose” policy for leave and the effect of the new policy on employees who had accrued leave under the old policy. It was the sense of the Board that employees should be paid for the leave accrued under the old system with payment being made in some equitable fashion over time. The Board directed the Executive Director to obtain figures about the number of employees who have accrued leave under the old system, the number of accrued hours, and the cost to pay out the hours.
- b. On Health and Life Insurance Benefits: The Board inquired whether the benefits could be increased going forward with life insurance increasing to one times salary and with the addition of short term disability coverage.
- c. On retirement benefits: The Board would like more information about the current practices of other charter schools with respect to early retirement, the age of retirement, and retirement benefits currently being offered in charter schools. It was suggested that Ten Square or Charter Board Partners be asked about current best practices.

Board Action: Board members moved, seconded and passed a motion to give conditional approval to the Student Handbook as circulated with the opportunity for members to suggest additional edits through the Close of Business on Wednesday, August 29, 2012.

2. Financial Policies and Procedures Handbook

John Goldman presented the Financial Policies and Procedures Handbook. The Board discussed the policy change that would allow the Executive Director to reallocate up to \$50,000 between budget categories provided that the reallocation was budget neutral. The Board approved the practice provided that there is notice given to the Board Chair when the reallocation takes place.

Board Action: Board members moved, seconded and passed a motion to give conditional approval to the Student Handbook as circulated with the opportunity for members to suggest additional edits through the Close of Business on Wednesday, August 29, 2012.

3. Demo Monthly Financial Dashboard and Statements

John Goldman reported that he selected as IDEA PCS's new accountant Ed Opps, an accounting company that has specialized in accounting for charter schools. He used a competitive bid process that resulted in two proposals. Ed Opps' bid was lower than the other bidder (Raffa). Ed Opps will provide more services than the current accountant will take over some of the responsibilities of the current Business Manager and will assume the grant and compliance duties of the former Director of Development.

John presented samples of the financial dashboard and monthly financial reports that Ed Opps will present. The Board members enthusiastically approved of the new format. Mr. Snowden asked that the new accountant include in its work the preparation of a complete schedule of assets for the school. The Executive Director noted that IDEA's building has been appraised at \$22m.

4. IDEA PCS Guiding Principles

John Goldman shared the Guiding Principles that were developed collaboratively by the staff during their Professional Development seminar. The Guiding Principles were presented to the students and their parents during orientation. Copies of the Guiding Principles will be placed throughout the school, and in classrooms.

5. Student and Family Handbook

John Goldman presented the Student and Family Handbook that had been prepared by Alcine Mumby and the Dean of Students, Justin Rydstrom. The Board members were generally impressed with the Handbook. Dr. Stephenson asked for more information about the planned curriculum that will be used during the Advisory that is scheduled four days a week from 8:45 am to 10:05 am and noted he will follow-up with Ms. Mumby. The only other initial changes were the addition of a Table of Contents to make information easier to locate the correction of the Daily Class Schedules on page 5 where “pm” needs to be changed to “am.” Later the Board discussed adding a section about the Board and its interaction with parents into the Policy Handbook.

Board Action: Board members moved, seconded and passed a motion to give conditional approval to the Student and Family Handbook as circulated with the opportunity for members to suggest additional edits through the Close of Business on Wednesday, August 29, 2012.

Discussion of DC CAS Results.

John Goldman reviewed generally the DC CAS results which have shown five years of decline in reading and math and explained that re-enrollment will be his number 1 priority since having the same students enrolled in the school is one driver of increasing test scores. The Board reviewed the Academic Improvement Plan in Response to the 2012 DC CAS Scores prepared by MS. Mumby. The Board later learned that Dr. Jackie Boddie of the PCBS staff found the plan to be “impressive.” The Board agreed that finding out how to make the students perform better will be IDEA’s top academic goal. The Board reviewed its goals for IDEA’s performance in the upcoming year that includes achieving 60% proficiency in Year # 1.

The Board also talked about the role of parents in achieving this goal. The Board discussed several ways that it could reach out to parents and incorporate them into the plan to raise the performance of the students:

- a. Work with Ms. Dixon, Ms. Butler and Mr. Dees to find a parent to serve on the Board
- b. Use a phone tree of Board members to contact parents and encourage their participation in the first PTA meeting
- c. Add section to the Student Handbook about the Board and parent participation with the Board
- d. Share the Guiding Principles with the parents

Discussion of Other School-related Issues:

The Board members discussed several other school-related issues that were not on the agenda:

1. Current enrollment: There are 265 students enrolled to date. The administration remains optimistic that the 350-student enrollment figure will be met within two weeks of the start of the school.
2. New Student Orientation: Suzie Dixon reported that the New Student Orientation was well attended. Parents were engaged and asking questions. The Guiding Principles were distributed.
3. The PCSB is considering changing to a Unified Application with drop-downs. John Goldman is participating on a Steering Committee that is helping to look at this issue. He reports there is also support for moving the lottery date for admission to March 15th.
4. John Goldman reported that a Federal civil rights complaint had been filed against all charter schools with respect to the treatment of students with diabetes. The resolution being sought is the modification of grievance and other procedures for those with diabetes. In response to an inquiry about whether IDEA PCSB is party to any other lawsuits, John noted that Robert Kane, the Director of Focus, wants to address the Board at its next Board meeting about joining its lawsuit to obtain equitable funding for charter schools. To date about a dozen schools have joined the lawsuit. Mr. Kane will be invited to the September meeting to address the Board.
5. The IT Director position remains open. The IT Support Staff is struggling. John Goldman will be addressing these issues in October or November.

Discussion of Future Role of Ten Square

Katie Herman provided an overview of Ten Square's involvement with IDEA PCS and its accomplishments to date and shared some of the feedback received to date from the PCSB Staff (i.e., Scott Peterson's comment that "this coming year, test scores must increase" and Dr. Boddie's comment that the DC CAS Academic Progress Plan that was included in the 8/15/12 report was "impressive") and outlined three ways that Ten Square could be of assistance to IDEA:

1. Support school leaders to improve academic and school performance with the ultimate goal of increasing test scores and meeting Performance Management Framework goals.
2. Support the Board and the Executive Director in the 15-year charter renewal process with the ultimate goal of receiving charter continuance
3. Support the Executive Director and Board in key operational areas, as requested, for tasks such as recruitment of the Head of School Culture and

teachers, the development of a press strategy, and the strategic recruitment of students.

The Board agreed that Ten Square would be retained to perform the first two tasks that Ten Square outlined over the next six months with a contract that sets out timetables, deliverables and a Not-To-Exceed price. With respect to the third task, the Board left it to the Executive Director to determine what additional assistance was needed.

Finally, Mr. Kern shared some thoughts about the new guidelines for charter renewals. Mr. Kern and the Board discussed whether it wanted to submit comments on the guidelines before the closing date of September 7th. The Board concluded that any comments that are submitted should be directed towards its unique status as a restructured school and focused on what IDEA would need to show for renewal. Mr. Kern said he thinks the PCSB will be looking at IDEA as a candidate for a conditional review or approval rather than a full 15-year charter.

Establishment of Board Committees and Task Forces: The Chair proposed that the Board revise its existing list of committees and task forces and move forward with the following committees and task force: Academic Excellence Committee, Finance Committee, Development Committee, Executive Committee, Governance Committee and the Restructuring Task Force. The Chair also proposed chairs for each of the suggested committees. The Board members discussed the assignments and the membership for each committee and approved the following committee structure:

1. Academic Excellence Committee.

Membership: Dr. Keith Stephenson, Chair. Members: Dave Johnson and Calvin Snowden

Tasks:

- Work with the Head of Academics to build a testing culture, celebrate student successes, and support students who need to improve
- Work with the Head of School Culture and the Dean of Students to review policies on discipline and suspensions;
- Work with the team that is preparing the 15 year charter renewal applications
- Develop strategies to maintain IDEA's mission of preparing students for post-secondary opportunities in college, the military and technical fields
- Provide a report at monthly Board meeting, focusing in particular on the progress being made to raise test scores

2. Finance Committee.

Membership: Garrett Rush, Chair. Members: Kelly Nakamoto

Tasks:

- Work with Executive Director on all financial matters, including the budget, coordination with the new accountant (Ed Opps) and the auditor;
- Oversee the Health and Wellness Center and pursue opportunities to maximize the revenue potentials of the Center.

3. Development Committee

Membership: Calvin Snowden, Chair. Members: Suzie Dixon

Tasks:

- Reach out to the parents and to the community at large to obtain support for IDEA PCS;
- Work to develop a marketing plan for the school;
- Identify parent candidates to provide to the Governance Committee for Board service
- Interface with student and staff representatives (e.g., Student Government representatives, Ms. Butler, Mr. Redd, etc.)

4. Executive Committee

Membership: David Owens, Chair. Members: Vice Chair of the Board and Chairs of the Committees

Tasks: Not discussed.

5. Governance Committee

Membership: Kelly Nakamoto Members: Ed Dunson, Calvin Snowden

Tasks:

- Identify and vet potential Board members that currently include a need for a parent, and Board members with a background in Human Resources and Communications.
 - o David will inquire whether Leslie Eagin is available to rejoin the Board in a more limited capacity (i.e., meetings by phone and helping just on HR matters)
- Update Board Bylaws and other governance documents

6. Restructuring Task Force

Membership: David Owens, Members: Josh Kern, Joanne Dobby Fort

Tasks:

- Work on PCSB-designated restructuring activities

Board Action: Board members moved, seconded and passed a motion to adopt the Committee structure as set out above.

The Chair summarized the next tasks of the Board as he concluded the retreat:

1. Prepare for the 15-year review;
2. Prepare draft comments on the guidelines for the 15-year review to be sent in by September 7th ;
3. Check on the organization of the student government group as well as the parent group since the Board will need the support of both; and
4. Board members will provide comments on the three draft policies by the close of business on August 29th

The Board Retreat concluded at 2:15 pm

DRAFT

Appendix W



ABOUT

ADMISSIONS

ACADEMICS

ATHLETICS

CAREER & TECHNICAL EDUCATION

JROTC

FOR STUDENTS

HOME » ADMISSIONS

Admissions

Come see what IDEA has to offer your student! Attend one of our

- Tuesday, March 31 at 9 am and 6pm
- Wednesday, April 29 at 9 am and 6 pm

Or schedule a personal tour or information session by calling [202-399-4750](tel:2023994750) or emailing info@ideapcs.org.

The deadlines to submit a My School DC application for 2015-2016 enrollment are now available on March 27. **Round 2** of the lottery is now open. If you are eligible to submit a Round 2 application, click [HERE](#). Round 2 is May 8. To access the application in English, click [HERE](#). To access the application in Spanish, click [HERE](#).

For 2015-2016 enrollment, IDEA is participating in My School DC, a common application for nearly all DC public schools. Need assistance with the new My School DC application, process, or website? Please contact IDEA at 202-399-4750 x100 or the My School DC hotline at 202-888-6336.

To accept your space, you must submit required enrollment forms and prove DC residency.

All new students must provide and/or complete the following:

- [2015-2016 My School DC enrollment form](#)
- **Proof of DC Residency**
 - **[DC Residency Verification Form](#)** - This must be done by a parent/guardian. It may also include one or more of the following:
 - [Home Visitation Consent Form](#)
 - [Sworn Statement of Other Primary Caregiver](#)



ACADEMICS

Common Core State Standards

DC has adopted the new Common Core State Standards to ensure that students in our city are learning everything they need to know to succeed in school and in life.

[READ MORE »](#)

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WORD OF THE WEEK

Facetious (fa seeshus)

Part of Speech: Adjective

Definition: Treating serious issues with deliberate inappropriate humor

Derivatives: Facetiously, facetiousness

Example: She did not like when her boyfriend made facetious comments about her hair.

Synonyms: Teasing, flippant

[READ MORE »](#)

TWITTER FEED

• **DC Department of Health Forms**

- DC Universal Health Certificate
- DC Oral Health Certificate
- HPV Opt-Out

• **Home Language Survey**

• **Proof of legal guardianship** - This may include one or more

- Student's original birth certificate
- Government issued identifications of parent/guardian and
- [Attestation for Other Primary Caregiver](#)

• **Copy of student records from prior school** – This may include

- documents. All grade level placement decisions are pending until reviewed by the school's principal or designee.
- Final report card
- Official transcript(s)
- IEP or 504 Plan (when applicable)

Students currently attending IDEA do not need to re-apply a new IDEA for next school year.

• **Proof of DC Residency**

- **DC Residency Verification Form** - This must be done by a parent/guardian. It may also include one or more of the following documents:
 - [Home Visitation Consent Form](#)
 - [Sworn Statement of Other Primary Caregiver](#)

• **DC Department of Health Forms**

- DC Universal Health Certificate
- DC Oral Health Certificate
- HPV Opt-Out

Admissions Criteria

IDEA PCS has set the following criteria for admission:

- Student and parent/guardian must live in the District of Columbia and verify guardianship and residency.
- Student must be entering the 9th, 10th, 11th or 12th grade with a valid Policy outlined in IDEA Student & Family Handbook.
- Student must have completed the 8th grade with a final report card.
- Student must submit a completed application for admission. For students who are 18 or older unless the student has an individualized

Tweets

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**IDEA PCS**

15 Apr

@IDEA_PCS

Even though we're on spring break this week, our cheerleaders were hard at work Monday running a cheer camp for... fb.me/4i54JHO1l

**IDEA PCS**

8 Apr

@IDEA_PCS

Photo highlights from our cheer squad competition victory!

**IDEA PCS**

8 Apr

@IDEA_PCS

Important dates coming up at IDEA!
April 9: Third quarter report cards issued
April 13-17: Spring break (school...
fb.me/2PrPhm4U5

Tweet to @IDEA_PCS

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Appendix X

INTEGRATED DESIGN and ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL



ANNUAL REPORT 2010-2011

Submitted By:

Colonel (Retired) Joseph E. Stull, Board of Trustees Chairman

Colonel (Retired) Norman N. Johnson, Executive Director

Integrated Design & Electronics Academy

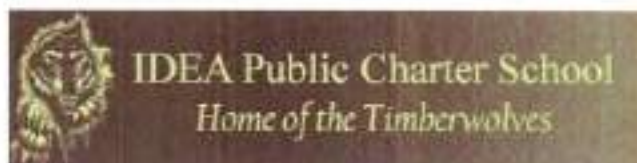
(IDEA) Public Charter School

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Board and School Leaders

Ms. Yvonne Barnes
Member

Parent
IDEA PCS

Ms. Charlotte Blount Lewis
Ex-Officio Member

Principal
IDEA PCS

Ms. Avis Coaxum
Member

Teacher
IDEA PCS

Mr. Nate Curtis
Member

Community Outreach
Truland Systems

Ms. Portia Deal
Member

Teacher
IDEA PCS

LTC (R) William Dexter
Ex-Officio Member

Deputy Director
IDEA PCS

Ms. Susie Dixon
Member

Parent
IDEA PCS

Mr. Edward Dunson
Member

Chairman, School of Architecture
Howard University

Mr. David Johnson
Member

Consultant
Independent

Col. (R) Norman Johnson
Ex-Officio Member

Executive Director
IDEA PCS

Mr. David Owens
Member

Executive VP
Edison Electric Institute

Mr. Morris Redd
Ex-Officio Member

Home School President
IDEA PCS

Ms. Nicole Seward
Ex-Officio Member

Business Manager
IDEA PCS

Mr. William Spaulding
Board of Trustees Deputy Chair

Community Leader
University of the District of Columbia

Col. (R) Joseph Stull
Board of Trustees Chairman

President
J.E. Stull, Incorporated

Annual Report Narrative

School Description

A. Mission Statement

The mission of the Integrated Design & Electronics Academy (IDEA) Public Charter School is the development of young people with the academic, leadership, social, and occupational skills necessary to compete successfully in post-secondary education and training and to enter challenging careers in the technical fields of work.

IDEA prepares students for the competitive high-tech careers now required in the 21st century. The school develops students who not only have improved test and aptitude scores but who will work more cohesively as team members. This is achieved through a unique learning environment and enhanced career opportunities that include effective integration of academic and technological career training in electronics and engineering design and the leadership skills training embodied in the military Junior Reserve Officers Training Corps (JROTC) program. Students will graduate and go on to college, to the military, or to obtain employment in a needed career field in the Washington, DC, area.

B. School Program

IDEA is a grade 7-12 secondary school serving students ages 12-19. Teachers use a team teaching approach wherever possible, to include the technology related classes. IDEA's staff and faculty are participating in the National Academy Foundation (NAF) that furthers our academy structure to support academic and career development. Students are pre-tested to ascertain their level of competency in basic reading and mathematics skills, as these are required for the student to succeed in the career and college preparatory classes. Intensive

teaching methods, small classes, tutoring, mentoring, and computer self-paced programs are used to assist students in becoming more proficient in the academic areas. Since all skills-producing classes require a basic knowledge of English, mathematics, and science, the school will focus on these areas so that student will be prepared for the rigor and analytical requirements of engineering design and electronics.

The curriculum includes engineering design (drafting and computer-aided design) and electronics (includes computer electronics, computer repair, A+/Network/CISCO, and commercial/residential electrical wiring). The school offers a six-year curriculum (grades 7-12) and is coordinating with local colleges and universities to develop 2 + 2 (grades 11 and 12) articulations with post-secondary institutions in the metropolitan area. Students successfully completing the curriculum can graduate with a certificate of competency in their chosen career field. Each career focus area is designed to train students in the basic reading, writing, comprehension, teamwork, and problem-solving skills that are required by all engineering design and electronics careers in the modern US economic business arena. Each technical skill producing shop stresses the importance of teamwork and leadership while teaching the need for basic mathematics and science skills. This curriculum continues to be suitable for students with minor learning difficulties or disabilities.

Students attend school from 8:00 AM to 4:00 PM. The exception is on Fridays, when the school day is 8:00 AM to 12:15 PM. The following time on Fridays from 12:30 to 4:00 PM is used to support staff development and staff meetings. Teachers' hours are from 7:45 AM to 4:15 PM. The 2010-2011 school year started on August 25, 2010, and ended on August 5, 2011, at the end of summer school. The school year for 2011-2012 begins on August 31, 2011. The school year will be at least 180 actual teaching days, but due to extra teaching hours will be equivalent to over 215 teaching days. This teaching approach allows IDEA to support additional learning experiences outside of the classroom, JROTC summer camp, staff activities, and after school and weekend programs without any detriment to traditional class activities. The after school programs also support and assist select students who needed additional tutoring. There were ten holidays, a two-week Christmas break, a one-week spring break, and five major (all-day) staff development sessions during the teaching year. The teacher/student ratio is 1 to 20 in academic classes and 1 to 15 in the career classes. IDEA also provides curriculum training institute as well as teacher/staff orientation in August prior to school openings.

Integrated Design & Electronics Academy (IDEA) Public Charter School

C. School Staff

Leadership: Joseph Stult, Board of Trustees Chairman William Dexter, Deputy Director
Norman Johnson, Executive Director Charlotte Blount Lewis, Principal

Average class size: 20 Number of teachers: 45 Number of teacher aides: 0

Qualifications and assignments of school staff:

Position	Number	Bachelor's degree	Master's degree or higher	Degree in field	License in field (optional)	Number NCLB HQT	Percent NCLB HQT
Director	2	2	2	N/A	N/A	N/A	N/A
Principal	1	1	1	1	N/A	N/A	N/A
Assistant Principal	0	0	0	0	N/A	N/A	N/A
Classroom Teachers	37	36	19	27	3	41	100%
Special Subject Teachers	0	N/A	N/A	N/A	N/A	N/A	N/A
Bilingual/CLL Teachers	1	1	1	1	N/A	N/A	N/A
Special Education Teachers	8	8	2	8	1	8	100%
Vocational/ Career Teachers	4	4	2	2	2	N/A	N/A
Reading Resource Teachers	0	N/A	N/A	N/A	N/A	N/A	N/A
Counselors	2	2	2	N/A	N/A	N/A	N/A
Librarians/Media Specialists	1	1	1	1	N/A	N/A	N/A
Coordinator	0	N/A	N/A	N/A	N/A	N/A	N/A
Classroom Aides	0	N/A	N/A	N/A	N/A	N/A	N/A
Title I Educational Aides	0	N/A	N/A	N/A	N/A	N/A	N/A

Staff Attrition Rate: 10.42

Salary Range for teachers: \$37,200 to \$85,055 Average Salary: \$48,050

Salary Range for school administrators: \$57,800 to \$85,000 Number: 10

Salary Range for central office administrators: \$29,800 to \$54,000 Number: 11

IDEA Public Charter School Teachers

Donnuel Dorsey	Agnes Conaty
Sara Graves	Adell Adams
Mark Leach	Ronda Collins
Carmen Cook	Krystin Hodge
Qiona Drummond	Portia Deal
Alondia Ferguson	Aves Coaxum
Phyllis Randle	Jocelyn Euille
Colleen Vermoer	Jonathan Rudasill
Patricia Johnson	Ashley Johnson
Ronald Patterson	Florence Lee
Shana Farmer	Eric Pickett
Nicole Travers	Khadijah Barr
Rhea Peterson	Jacqueline Nickerson
Edna Reynolds	Charles Jones
Charles Holt	Davian Isom
Wanda Aikens	Jamila Ball
Jaynea Muse	Letitia Tajuba
Ronald Patterson	Lisa Troshinsky
Donald Parker	Jeanine Scott-Davis
Samuel Trichtinger	Brittney Davis
Vuanya Cyrus	Barrington Tolliver
Jazmon Miller	Lori Briscoe
Brandon Johnson	Celeste Mallari
Tobither Clarkson	Alonzo Banks
Sortura McGhee	Samuel Pegus
Edna Jordan	Adria Goosby-Gresholm
George Bee	Alfred Brevard
Patrina Ford	Clayton Brown
Frederick Dawson	Shra Kumar

D. Student Characteristics

Number of students enrolled, by grade level:

7th grade: 44

10th grade: 82

8th grade: 47

11th grade: 70

9th grade: 106

12th grade: 46

Student attrition rate:

Student re-enrollment:

Number of students transferring out: 22

Re-enrollment Rate: 52.8%

Number of dropouts: 0

Promotion rate: 73.0%

Graduation rate: 86.8%

Demographics:

100%: African-American (non-Hispanic)

0 : American Indian/Alaskan Native

0 : Hispanic

0 : Other

0 : Asian/Pacific Islander

52.9%: Female

0 : Caucasian (non-Hispanic)

47.1%: Male

Percentage of limited- and non-English proficient students: 0

Percentage of students with special education IEPs: 14.2%

Percentage of students qualifying for free or reduced price lunch program: 87.8%

Average daily membership: 380

Average daily attendance: 326

Number of students taking the PSAT: 133

Average PSAT scores: 33.5 Mathematics 34.1 Verbal 32.7 Writing

Number of students taking the SAT: 38

Average SAT scores: 382.1 Mathematics 393.4 Verbal 366.4 Writing

Number of AP courses offered: 4

Number of students enrolling in AP courses: 27

Number of students passing AP courses: 27

Number of students passing AP examinations: 0

Percentage of 9th grade students on track to graduation: 49.1%

Number of students accepted into a two or four year college: 14

Integrated Design & Electronics Academy (IDEA) Public Charter School

E. Governance

Board and School Leaders

Ms. Yvonne Barnes Member	7400 Kipling Parkway District Heights, MD 20747	Parent IDEA PCS
Ms. Charlotte Blount Lewis Ex-Officio Member	1632 Cliftenden Street, NE Washington, DC 20017	Principal IDEA PCS
Ms. Ayes Coakum Member	8735 Courtney Drive Waldorf, MD 20603	Teacher IDEA PCS
Mr. Nate Curtis Member	1100 11 th Street, NE (The Onyx) Washington, DC 20003	Community Outreach TriLand Systems
Ms. Poffia Deal Member	3213 Old Largo Road Upper Marlboro, MD 20772	Teacher IDEA PCS
LTC (R) William Dexler Ex-Officio Member	7535 Thistedown Trail Fairfax Station, VA 22039	Deputy Director IDEA PCS
Ms. Susie Dixon Member	325 34 th Place, NE Washington, DC 20019	Parent IDEA PCS
Mr. Edward Dunson Member	2800 Quebec Street, NW, Suite 515 Washington, DC 20008	Architecture Chairman Howard University
Mr. David Johnson Member	13700 Stonedale Court Clifton, VA 22024	Consultant Independent
Col. (R) Norman Johnson Ex-Officio Member	7902 Double Creek Court Springfield, VA 22153	Executive Director IDEA PCS
Mr. David Owens Member	701 Pennsylvania Avenue, NW Washington, DC 20004	Executive VP Edison Electric Institute
Mr. Morris Reed Ex-Officio Member	944 Eastern Avenue, NE Washington, DC 20019	Home School President IDEA PCS
Ms. Nicole Seward Ex-Officio Member	4609 Cranbali Court Lanham, MD 20706	Business Manager IDEA PCS
Mr. William Spaulding Deputy Chair	1905 Randolph Street, NE Washington, DC 20018	Community Leader UDC
Col. (R) Joseph Stull Board of Trustees Chairman	4317 Mount Olney Lane Olney, MD 20832	President J.E. Stull, Incorporated

Integrated Design & Electronics Academy (IDEA) Public Charter School

Several members of the Board of Trustees received professional development from the PCS&S governance training department during the school year. One member attended the National Charter School conference in June 2011 and one attended the National Academy Foundation (NAF) conference in support of Career and Technical Education (CTE) programs.

F. Finance

A copy of the school's approved budget for the Fiscal Year 2010-2011 is attached.

List of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500:

City Build Initiative	\$779,000.00
21 st Century Community Learning Centers	\$578,696.00
State Fiscal Stabilization Fund	\$513,005.33
Title I, Part A	\$364,952.78
District Department of the Environment	\$160,000.00
Teacher Compensation Grant	\$116,700.00
Race To The Top	\$100,542.82
Title I, Part A	\$ 98,767.62
Education Jobs Fund	\$ 93,047.49
Impact Aid	\$ 83,456.83
Career and Technical Education	\$ 85,245.00
IDEA, Part B	\$ 78,943.63
Children & Youth Investment Trust Corporation	\$ 67,000.00
Per Pupil Facilities Supplement	\$ 66,217.27
Quality Schools Incentives	\$ 50,000.00
Truland Systems Corporation	\$ 35,000.00
School Improvement Grant	\$ 33,585.43
ARRA School Improvement Grant	\$ 30,464.85
Food Service Authorities	\$ 5,605.00
Miscellaneous Donors	\$ 5,000.00

School Performance

A. Evidence of Performance and Progress

Student Academic Performance:

Middle School

Student Achievement

DC-CAS proficient: 44.2% M 39.5% V

DC-CAS advanced: 0 M 5.2% V

Gateway

DC-CAS 8th grade

Mathematics proficient: 45.0%

Leading Indicators

Attendance: 93.4%

Re-enrollment: 64.2%

Mission Specific Goals

Students will perform at grade level or increase by at least one grade level on the Scantron Performance Series.

Reading: 47.1%

Mathematics: 27.9%

High School

Student Achievement

DC-CAS proficient: 30.3% M 40.2% V

DC-CAS advanced: 0 M 0 V

AP exam performance: 26 exams, 1.15 mean

Gateway / Post-Secondary

Graduation Rate (schoolwide): 86.8%

Graduation Rate (lowest third): 60.5%

PSAT Performance: 33.5 M 34.1 V 32.7 W

SAT Performance: 382.6 M 393.4 V 369.2 W

College Acceptance: 30.4%

Leading Indicators

Attendance: 90.3%

Attendance (lowest third): 77.9%

Re-enrollment: 57.7%

Re-enrollment (lowest third): 0

9th grade credits on pace: 49.1%

Mission Specific Goals

Students will perform at grade level or increase by at least one grade level on the Scantron Performance Series.

Reading: 47.2%

Mathematics: 34.4%

IDEA continues to work towards incorporating strategies that reflect the school's mission of developing students' academic, leadership, social and occupational skills. The school has given high priority to providing time within the school schedule for teachers to have common departmental planning time. This affords them the opportunity to participate in professional development and work collaboratively to plan lessons, analyze data and implement strategies to meet the needs of struggling as well as advanced learners. The school schedule also supports time during the day for collaboration with lead teachers and coaches for support. Additionally, a school-wide professional development calendar has been implemented that is aligned to the curriculum offering a series of half day and full day professional development sessions throughout the year. IDEA's school leadership has worked to develop consistent practices around white board configuration, lesson plan components, classroom structures for cooperative grouping and the integration of real world connections embedded in lesson plans. Based on classroom observations instructional delivery does not meet the diverse needs of all students. There are many opportunities for students to receive intervention and support in preparation for the DC-CAS administration, which include Saturday classes, after school tutoring, and homework help offered by teachers and Supplemental Education Services (SES). There has been an emphasis on providing support to teachers as they implement intervention programs, instructional strategies - inclusive of differentiation, and the use of data to make instructional decisions. The school is developing systems to begin to monitor the activities and structures that are in place to increase teacher capacity and student achievement.

IDEA has a developing school-wide assessment program that includes myriad assessments including NAEP, SAT, PSAT, Scantron, and DC-CAS that measure student academic progress and align with the school's instructional program and standards. IDEA uses the Scantron Performance Series and Discovery Education "thinklinka" programs, student assessment data management systems, to establish a school community that supports the use of assessment data to improve student achievement. The school continues to maximize the capacity of the assessment systems that have been put into place, inclusive of professional development, monitoring protocols and structured schedule for data analysis and utilization.

Non-Academic Performance:

Compliance

IDEA is in Restructuring Year II (implementation) status under the No Child Left Behind (NCLB) legislation. The school did not meet adequate yearly progress targets in spring 2011 in reading and mathematics. This school year, school leaders have made progress in executing tasks proposed in the Restructuring Plan. For instance, fundamental skills classes have been added in reading and mathematics in both the middle and high schools. Consultants provide full day professional development workshops monthly and are available regularly to provide teachers with feedback related to curriculum and instruction. There are academic intervention programs for students identified at risk of not meeting adequate yearly progress targets based on DC-CAS and DC-3AS assessment data, e.g., after school tutoring, supplemental educational services, extended day, and Saturday School.

Governance

A committed and dedicated board of trustees (the Board) continues to provide significant resources to accomplish the mission of the school. The Board has implemented two critical recommendations from the 2010 Program Development Review: particularly, the development of an evaluation process and evaluation instrument for the executive director position and the acquisition of curriculum. The Board continues to place high priority on maintaining the technology infrastructure and expanding its facilities to serve its immediate community with a health and wellness center. The Board continues to provide additional human and fiscal resources to the school in an effort to improve student achievement, i.e., acquisition of Trindick probes, Scantron Performance and Achievement Series, and Renaissance Learning – Read Now Power Up! reading program. The Board takes pride in noting partnerships established through the Business Advisory Committee, i.e., Truland Systems Corporation, contractors, and the Department of Defense, in an effort to introduce students to workforce experiences. Integral to fulfilling the Board's leadership and oversight responsibilities is the ongoing interaction and probing questions posed to the school leadership team regarding processes and practices that provide insight regarding the effectiveness of the school's curriculum, instructional delivery, assessment plan, and data management systems. Implementing these recommendations will assist the Board and school leadership in making additional improvements as it implements strategies and activities outlined in the Restructuring Plan.

8. Unique Accomplishments

Data and Assessment: The English and mathematics departments instituted a new data and assessment process during the 2010-2011 school year. After an eight week consultation with Thurgood Marshall Academy, the English and mathematics departments developed a three-pronged assessment plan that includes customized benchmarks, a data blueprint, and in-depth data review sessions for both teachers and students.

Business Men and Women: IDEA's Business Men and Women, or BMW, began during the 2010-2011 school year. For the first time, student leaders, who were paid in IDEA Bucks, led classroom activities throughout the building, while Algebra II students created and oversaw the mathematics tutoring effort throughout the winter and spring. These students planned lessons, organized materials, and tutored 7th, 8th and 10th grade students. They also presented data to IDEA's executive leadership team and developed incentives to promote student achievement.

Pi Day: IDEA held its first annual Pi Day celebration in honor of the irrational number that is usually calculated as 3.14. Students competed to see who could remember the most decimal places of pi, completed Pi Day group projects explaining the mathematical concept, and enjoyed pie-eating contests at each grade level.

Cultural Studies: IDEA's French II class led the way to project-based learning with in-depth cultural studies. In October, the 12-person class examined Senegal and presented a team project to the IDEA staff that covered everything from the African country's music to its food to its educational system to its religions. Then, in December, the class presented "La Belle France" to the staff and students. The food team cooked traditional French pastries, potato gratins, and homemade baguettes, while other students presented on typical French sports, its holiday celebrations, and its influence on the English language. As a final project, the students studied French artists and created their own paintings in the style of everyone from Renoir to Matisse.

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IDEA-Carver Education Center: IDEA offers free adult education classes, specializing in computer technology (A+, Network+, CCNA, and CCNP) to community members. Collectively, there were some 85 students participating at any given time. About 75 students participated in the closing recognition ceremony, attended by CSSE and SBOE reps and 150 other guests, commemorating their completion of various courses of study.

Student Internship Program: The Student Internship Program is a 12-week pre-employment training program in which eligible students learn valuable job skills, workplace etiquette, and a plethora of soft skills. Upon completion of the training, the participants are assigned to our partner organizations as summer interns, where they are mentored, receive additional training, and earn money. As a culminating activity, we held an Awards Dinner where end-of-the-summer presentations are shared and students are rewarded with a bonus check.

VRRDOM Motorsports & Technology Academy: VRRDOM is an academy that used space at our school. The focus of this program is to introduce youth to myriad career opportunities in the motorsport and related industries. Participants receive education and sample training in areas such as auto safety, diving, public speaking, design, health & fitness, and sewing. VRRDOM held a summer camp that hosted fifty participants and utilized eight student interns as junior camp counselors.

Steering Committee: The Steering Committee is a community-based organization that brings resourceful people together to develop and maintain a cooperative relationship between the school and the neighborhood. This group of diverse characters produces an Annual Community Day event, plans for programmatic implementations, and addresses pressing issues and neighborhood concerns.

Dearwood Community Day: This annual event brings together IDEA families, staff members, local organizations, and neighbors for food, frolic, and fellowship. The Dearwood Community Day attracts some 400-500 people per year to partake in free food, games, information, contests, rides, activities, and treats. Many groups partner for this event, but the IDEA Steering Committee plans and produces it.

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School Wellness Council: This body identifies, addresses, and monitors healthy-living habits, strategies, and programs that could benefit the school, families, and the neighborhood. The group works closely with District agencies and nonprofit organizations to develop a comprehensive wellness policy for the school and encourage healthy lifestyles. The group consists of four staff members and two parents. Student participation is being solicited.

Principal's Roundtable: This opportunity for parents to get face-to-face with the school leadership was developed to be a non-confrontational meeting of the minds. Parents and the leadership engage in meaningful conversations that give both a better understanding of each other's feelings and concerns. This quarterly event hosts between ten and thirty people each session.

Family Nights: Family Nights are coordinated to run on Parent-Teacher Conference nights to break the monotony of the typical conference. There were four exciting, informative programs for the year. Each Family Night attracted about 100 participants (25% of families) that were able to engage in themed activities like Museum Night and Xtreme Fitness Night.

IDEA Idol Talent Showcase: The IDEA Idol is a showcase of talent of the school's students and staff. This event is a fun variety show that offers musicianship, singing, demonstrations, and laughs. This year, 150 guests came to see the talent.

School-Wide Community Service Project: Safeway Foods, Metropolitan Church, and Goodwill of DC put on an annual Feast of Sharing Thanksgiving Meal distribution attracting nearly 5,000 hungry participants. IDEA invites students, staff, and families to assist with the program. This year, we were able to take a bus of 45 helpers to the Convention Center.

Sock-it-To-Em™ Winter Clothing Accessory Drive: This unique clothing drive is a school-wide collection of hats, scarves, gloves, ear muffs, and of, course, socks. The donated/collected items are wrapped in gift packages and delivered by students directly to individuals living on the street. We do this event in the winter and nearly 100 persons receive packages.

7th Grade Portfolio Process: This is a unique assessment tool that is a collective folder of the students' assessments (summative and formative). Students were charged with the task of articulating standard learned and mastered during the academic school year to a panel of IDEA teachers, support staff and administration.

English Department 360° of Learning Professional Development: The English department attended the National Conference for Teachers of English. Following this three day conference, the English department collaborated and took key learning / strategies from the conference and shared it amongst the IDEA staff. The professional development was orchestrated into three sessions with each English teacher providing a different session based on differentiation in interdisciplinary curricula to promote literacy school wide.

Public Speaking Farewell Speech: High school 10th and 11th grade students enrolled in Public Speaking attended Roy's the Steaks (Deanwood / spring semester) and/or Jasper's restaurant (Largo / fall semester) for their final exam. Students delivered farewell speeches that highlighted their success within the class. The speeches were presented in front/amongst the Deanwood community.

Book Club: Ten girls participated in a completely voluntary book club. It began three years ago when girls in the 7th grade needed a challenge, and it has continued into high school. The students meet with the English department chairwoman in the IDEA board room every other Friday to share lunch and to discuss their current novel. Each meeting, a different student leads the discussion as they develop their reading skills in a fun, relaxed environment. The book club read and discussed seven novels throughout the year and created a book exchange for the summer.

Mock Trial: The Historical Society of the District of Columbia Circuit field a mock oral argument program for DC high school students in April. IDEA competed against seven other area schools, and took three first place awards, one second place award, and two third place awards. Fourteen IDEA students participated.

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6th Period DC-CAS focused: Junior Academy English teachers developed and helped to implement a 6th period that focused on low performing DC-CAS tested standards in reading and mathematics. Students were provided with engaging activities that derived from the low performing standards.

Junior Academy DC-CAS Pop Rally: The Junior Academy team created a pop rally designed around math and English trivia questions that were used to inspire student success on the DC-CAS. The event incorporated teachers and administration.

AP Testing: Twenty six students took the AP tests in May.

Scholarships: Walter Santos-Gattney was awarded the Rensselaer Medal, worth \$15,000 per year to attend college at the Rensselaer Polytechnic Institute. Other scholarships that went to seniors were the Warren Hayman scholarship for academic excellence and the Booker T. Washington scholarship for leadership.

Construction Club: More than thirty students participated in the Construction Club in conjunction with the construction of our health and wellness center. Students met after school on Fridays to discuss such topics as job site safety, site work (including concrete, asphalt, and earthwork), geothermal well systems, structural steel including Building Information Modeling (BIM), electrical and addressable fire-alarm systems, and women in construction. The students were given private tours of the job site from start to (almost) finish.

Tile and Mural Projects: IDEA students are designing and creating decorative tiles and murals that will be installed in the new health and wellness center. Students will leave a positive mark on their new building.



Integrated Design & Electronics Academy (IDEA) Public Charter School

A Brighter Future: Education Urban Youth at IDEA Public Charter School

In January 2009, IDEA was awarded a grant by the United States Department of Education to write the story of its first ten years. The book was completed in October 2009 and has received positive remarks from the national educational community. It has been honored with the Platinum Award in the 2010 Hermes Creative Competition for Publications and Books, a Certificate of Excellence in the 2010 American Design Awards competition, an Award of Distinction in the 2011 Communicator Awards competition, and an Award of Distinction in the 2011 American Graphic Design & Advertising competition.



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Integrated Design & Electronics Academy (IDEA) Public Charter School

Junior Reserve Officers Training Corps at IDEA Public Charter School

All students at IDEA are required to participate in the military Junior Reserve Officers Training Corps (JROTC) program. This provides preparation to those students who are interested in military service. IDEA has a very high rate of students qualifying for enlistment through the required Armed Services Vocational Aptitude Battery (ASVAB). Many of our students are offered signing bonuses if they decide to enlist. Most of the neighboring students are unable to qualify for enlistment.

IDEA received a commendable rating on its JROTC annual report, a copy of which is included in the Appendices. IDEA earned the maximum 400 possible points by meeting or exceeding the operational requirements established by the US Army Cadet Command. The official evaluator indicated in his comments that he regretted being able to award the school only the maximum 400 points.

The JROTC Color Guard was honored to be selected to lead or open multiple ceremonies for local community groups and military and governmental agencies in the District of Columbia, Maryland, and Virginia. Noteworthy examples include presenting the colors at the Defense Logistic Agency Fall Holiday Ball and our support of the District of Columbia Council Chairman Kwame Brown and Ward 7 Councilmember Yvette Alexander during multiple events.

Seven IDEA Cadets competed against highly qualified students in the District of Columbia for a limited number of positions and were selected to participate in the Urban Alliance Youth Partnership. These students were on the early release program which allowed them to go to jobs and establish a lasting relationship with agencies and business around the metro area. These students will also receive follow-on assistance while attending college.

Five IDEA cadets were recommended for and completed the US Holocaust Memorial Museum (USHMM) Youth Ambassadors Bringing the Learning Home Internship Program. The Youth Ambassadors successfully completed a thirteen week training program and were evaluated successfully as lead guides for a USHMM tour. They have the responsibility now to continue to provide tour services to diverse groups of visitors that learn from them how to help prevent prejudice, discrimination, and future genocide.

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The JROTC program has been extremely active in providing and supporting Community Service Learning Projects and assistance in this community. Following are some highlights that are an indication of the contributions of our JROTC staff and cadets. We participated in the Homeless Walk for Home, the 1st Annual Deaf Camp 5K Run/Run Walk Fund Raiser, and the Safeway Feast for Sharing Thanksgiving Event, which provided a holiday meal and social services for over 5,000 disadvantaged, homeless, and elderly citizens.

The JROTC Department sponsored a National and Global Youth Service Day Project. The project focused on disaster preparedness. Cadets conducted an eight station CPR and First Aid Competition and invited other area high school cadets to participate. IDEA JROTC staff and cadets provided training, resources, and direct assistance to anyone participating in the competition.



Integrated Design & Electronics Academy (IDEA) Public Charter School

Career and Technical Education at IDEA Public Charter School

An important aspect of the school's approach is the training that the students receive in the Career and Technical Education programs at IDEA. Some students can be reached through academics, some through the military, and some through finding a skill that they can use to produce a fulfilling career and life. Armed with the right vocational skills, children truly can make a difference. All students at IDEA are required to complete a three-year, technical training program during high school. They choose among the areas of electronics, automated computer aided drafting (AutoCAD), computer networking, and computer repair.

Career and Technical Education are hands-on programs geared to stimulate student interest in science, technology, engineering, and mathematics (STEM). New students are introduced to technology during a summer technology boot camp. They receive an introduction to computing and keyboarding in middle school, and they receive an introduction to the CTE programs at IDEA in the ninth grade. Then, students select among IDEA's CTE programs of study for their upper division courses.

This year, IDEA developed a framework for student recruiting of technology programs utilizing story boards, video testimonies, and other publications. The adult education component awarded nearly 150 certificates of program completion, and many of the students acquired industry standard certifications, such as CISCO, A+, and Network+.



Integrated Design & Electronics Academy (IDEA) Public Charter School

Computer Laboratory Projects at IDEA Public Charter School

IDEA students research, design, and build computer laboratories for other organizations throughout the District of Columbia. Under the supervision of technology instructors, they interview the customers to determine their needs. The students design the computer laboratories using AutoCAD. Then, they build the computer systems through the computer repair course. Finally, the students install the computer laboratories through their electronics and computer networking courses.

Over the past several years, computer laboratories were installed at Randall Memorial United Methodist Church and Ferebee-Hope Elementary School; a computer training laboratory was installed at Corinth Baptist Church, and an internet café was installed at Nia Community Public Charter School.



Student Internship Program at IDEA Public Charter School

IDEA wants its students to experience meaningful exposure to the world of work as part of their educational training and prior to entering the workforce full-time. In as much as the school could merely offer mock work experiences, we believe that true job experience occurs on a real job setting. To provide students with a meaningful (1st-)job experience, IDEA partnered with the National Academy Foundation, the District of Columbia Summer Youth Employment Program, and the District of Columbia Children and Youth Investment Trust Corporation to offer its students the Student Internship Program (SIP). The SIP prepares students for the world of work through an intense, comprehensive training program.

Candidates must endure an unpaid, twelve-week, pre-employment training series, consisting of interview skills, workplace etiquette, business dress, budgeting, and résumé writing. Upon completion of the pre-employment training, candidates graduate to become full SIP participants. They then are placed in job opportunities and are mentored and monitored throughout the summer. After their summer jobs conclude, participants report out on their experience via their summer projects.

Business partners afford our students the opportunities to engage in meaningful work experiences, further preparing them for future employment and productive citizenship. Business partners are individuals, corporations, non-profits, city agencies, and anyone who can contribute to the success of our students. Our partners help in myriad ways. Partners provide facilities, personnel, resources, and classes to students during their training phase. Other partners commit to hire a number of SIP participants at their workplace. Still others help identify opportunities, resources, and contacts to help further the program. Lastly, some join our Advisory Board and help us guide the program.



Integrated Design & Electronics Academy (IDEA) Public Charter School

Partnership with Truland Systems Corporation at IDEA Public Charter School

When IDEA opened in 1998, it provided two career and technical education programs of study: drafting and electrical wiring. As the school moved into the 21st century, it transformed these programs into automated computer-aided drafting and computer networking and repair. But students and parents requested that IDEA again provide the traditional, commercial and residential electrical wiring. The school has established a partnership with Truland Systems Corporation, a major electrical construction, management, design, and engineering firm in the region. They are providing technical and instructor support for the electrical wiring laboratory that is being constructed. Students will learn the fundamentals of power, lighting and lighting controls, life-safety systems, energy management systems, emergency power and uninterruptible power supply systems, and security systems meeting the most stringent requirements. In addition, Truland is providing internship opportunities for students, and they are very generous in their direct financial support to the school.



TRULAND
BEYOND CURRENT

Integrated Design & Electronics Academy (IDEA) Public Charter School

Dearwood Ward 7 Health and Wellness Center at IDEA Public Charter School

IDEA will expand its services to students and the community by adding a two-story health and wellness center. It will contain a health clinic, open space to accommodate multiple uses, a gymnasium designed to have capacity for a regulation size basketball court with bleachers to seat four hundred spectators, storage areas for athletic equipment, showers, restrooms, and locker areas. The health and wellness center also will house numerous classrooms, a parent center, and a small community museum.

IDEA has completed the vast majority of the construction project. In an effort to reduce our impact on the environment, the school has undertaken a number of green building techniques. One of these, geothermal heating and cooling systems, is proving to be a permitting challenge. This has caused a slight delay in the delivery of the new building. The health and wellness center currently is scheduled for completion in March 2012.



C. Lessons Learned and Actions Taken Based on Accountability Information

Thurgood Marshall Data Institute: The Deputy Director, Principal, and four teachers participated in an eight session data institute at Thurgood Marshall Public Charter School in Washington, DC. They attended four sessions with Thurgood Marshall teachers, administrators, and consultants to observe and learn from their data work. They attended another four sessions creating their own data driven decision making initiative that includes data blueprints to monitor student progress toward DC-CAS proficiency on each standard, four custom benchmarks, and quarterly data review meetings involving all academic teachers in 7th through 10th grades. The school developed the blueprints for the benchmark assessments that IDEA administered during the 2010-2011 school year. The English and mathematics departments developed the item banks and first custom benchmark assessment that IDEA administered during the 2010-2011 school year.

D. Reporting Accountability Information to Students, Teachers, Parents, and Public

Parent Leadership Retreat: A good mixture of several dozen parents, staff, administration, and students headed off to the mountains with an aggressive agenda aiming to address parent-school relations. At the end of the three day retreat, a more comprehensive, family-friendly, Family-School-Student Compact was developed, a new parent leader was identified, and everyone learned a great deal about Title I and a plan to address parent-driven issues was developed.

IDEA utilizes meetings, letters, telephone, and its website for dissemination activities. The school holds a number of dinner meetings throughout the year to discuss with parents aspects of NCLB, such as AYP and student proficiency. The previously mentioned Principal's Roundtables, Family Nights, and Parent Appreciation Luncheons also are utilized. The school's book, *A Brighter Future*, has been a great asset in reporting accountability information. Finally, the *Talking Timberwolf* is a periodic newsletter that is distributed to students, teachers, parents, and the public.

Approved Budget



2010-2011 FINAL BUDGET

Budget Summary

Revised: 18 May 2010

Income	Number of Students	
	475	525
- Per pupil charter payments	8,903,518	7,210,741
- Federal Entitlements	743,000	743,000
- Grants/Donations	429,000	429,000
- Activity Fees	7,000	7,000
- Other Income	324,000	324,000
Totals	8,406,518	8,713,741
Expenses		
- Personnel Salaries & Benefits	4,889,116	5,029,341
- Payroll Taxes/Fees	443,400	443,400
- Direct Student Costs	1,034,500	1,094,000
- Occupancy Expenses	1,204,000	1,224,000
- Office Expenses	278,000	293,000
- General Expenses	557,500	600,500
- Contingency Fund	0	0
Totals	8,406,516	8,713,741
Difference	0	0

Integrated Design & Electronics Academy (IDEA) Public Charter School

No. of Students	Budget Amounts		
High School	475	500	585
Junior Academy	515	320	305
Per Pupil Charter Payments	160	175	190
Per Pupil Allowance			
High School (\$10,170.00)	3,304,405	3,308,235	3,407,866
Jr Academy (\$9,033.00)	1,445,250	1,580,775	1,716,270
- Facilities Allowance (\$2,900,00)	1,330,000	1,400,000	1,470,000
- Special Education	861,641	881,641	881,641
- Summer School (\$1,242) (50 Students)	62,100	62,100	62,100
Total Per Pupil Charter Payments	8,903,516	7,210,741	7,517,966
FEDERAL ENTITLEMENTS			
- Medicaid	10,000	10,000	10,000
- Title I	281,000	281,000	281,000
- Title II A	73,000	73,000	73,000
- Title II D	8,000	8,000	8,000
- Title IV	7,000	7,000	7,000
- Impact Aid (Title VIII)	75,000	75,000	75,000
- School Improvement	100,000	100,000	100,000
- DeO Subsidy	135,000	135,000	135,000
- Special Ed Part B	64,000	64,000	64,000
Total Federal Entitlements	743,000	743,000	743,000
INCOME FROM FEDERAL GRANTS/CONTRIBUTIONS			
FEDERAL GRANTS AND REIMBURSEMENTS			
- Food Service	72,000	75,000	75,000
- Career and Technical Education (Carl Perkins)	74,000	74,000	74,000
- EETT Carryover	50,000	50,000	50,000
- Misc Grants and Donations (FIG, City Build, New REIT, etc)	305,000	305,000	305,000
TOTAL INCOME FEDERAL GRANTS/CONTRIBUTIONS	429,000	429,000	429,000

Integrated Design & Electronics Academy (IDEA) Public Charter School

BUDGET AMOUNTS

No. of Students	475	500	525
ACTIVITY FEES			
- Student Account (Sessions)	4,000	4,000	4,000
- Other Fees	3,000	3,000	3,000
TOTAL ACTIVITY FEES	7,000	7,000	7,000
OTHER INCOME			
- Interest	10,000	10,000	10,000
- Miscellaneous	300,000	300,000	300,000
Total Other Income	324,000	324,000	324,000
TOTAL INCOME	8,406,516	8,713,741	9,020,986

Integrated Design & Electronics Academy (IDEA) Public Charter School

	BUDGET AMOUNTS		
No. of Students	475	500	525
EXPENSES			
Personnel Salaries and Benefits			
- Administration Salaries	1,200,000	1,200,000	1,200,000
- Maintenance Salaries	100,000	100,000	100,000
- Security Salaries	336,000	346,000	346,000
- Food Services Salaries	85,000	85,000	85,000
- Instructional Salaries	2,125,000	2,270,000	2,290,000
- Special Education Salaries	640,000	650,000	650,000
- After School Service Salaries	11,116	17,841	20,000
Employee Benefits			
- Health/Medical Insurance	232,000	240,000	240,000
- Life/Disability Insurance	10,000	10,000	10,000
- Retirement Program	50,000	50,000	50,000
- Merit Pay	30,000	30,000	30,000
- Awards	10,000	10,000	10,000
TOTAL PERSONNEL SALARIES & BENEFITS	4,889,116	5,088,341	5,096,000
Payroll Taxes/Fees			
- FICA	305,000	305,000	305,000
- Medicare	70,000	70,000	70,000
- DC Unemployment	80,000	80,000	80,000
- Payroll Processing Fee	8,400	8,400	8,000
Total Payroll Taxes & Fees	443,400	443,400	444,000
TOTAL PERSONNEL COST	5,332,516	5,531,741	5,540,000

BUDGET AMOUNTS		473	500	533
No. of Students				
DIRECT STUDENT COSTS				
- Instructional Supplies & Materials - Other		60,000	60,000	60,000
- Staff Development Cost		40,000	40,000	40,000
- Textbooks		70,000	70,000	70,000
- Student Instructional Supplies & Materials		35,000	40,000	50,000
- Library/Media Center Materials		30,000	30,000	30,000
- Instruction Computers/Materials (Use Capital Budget)		40,000	40,000	50,000
- Other Instructional Equipment		10,000	10,000	10,000
- Classroom Furnishings/Supplies		5,000	5,000	5,000
- Student Assessment Materials (\$959.1 & \$959.2)		10,000	20,000	20,000
- Contracted Instructional/Student Services				
- Special Education Support				
- Misc Contracted Support (Non SPED)		350,000	350,000	350,000
Miscellaneous Student Costs		160,000	160,000	160,000
- Athletics				
- Transportation		45,000	45,000	45,000
- After School Programs (Supplies and Materials)		35,000	35,000	35,000
- 21st Century (Random Subcontractors)				
- After school Site Expense (Other Than Grants)		2,000	2,000	2,000
Vocational Labs				
- Computer Repair		2,000	2,000	2,000
- Electronics		5,000	5,000	5,000
- AutoCad		2,000	3,000	3,000
- Network		5,000	5,000	5,000
- JROTC		12,000	12,000	12,000
- Student Activities/Yearbook etc.		40,000	40,000	40,000
- SAT Prep/Testing		1,500	2,000	1,500
- Scholarships to Students/Parents		85,000	85,000	90,000
TOTAL DIRECT STUDENT COSTS		1,034,500	1,084,000	1,106,500

Integrated Design & Electronics Academy (IDEA) Public Charter School

	BUDGET AMOUNTS			
No. of Students	475	500	525	
OCCUPANCY EXPENSE				
Building Supplies/Materials	25,000	30,000	35,000	
Building Equipment Purchases	30,000	35,000	35,000	
Building Equipment Rental/Lease	5,000	5,000	7,500	
Building Equip. Maintenance/Repair	70,000	70,000	70,000	
Building Maintenance/Repair	70,000	70,000	75,000	
Utilities				
- Electricity	135,000	135,000	135,000	
- Gas	50,000	50,000	50,000	
- Water and Sewer	11,000	11,000	12,000	
Mortgage Payments				
- Principal (See Capital Budget)	140,000	140,000	140,000	
- Interest	490,000	490,000	490,000	
- Other (Swap) ?	2,000	5,000	5,000	
Janitorial Supplies	3,000	3,000	3,000	
Contracted Building Services				
- Custodians	135,000	135,000	145,000	
- Waste Removal	10,000	10,000	10,000	
- Grounds Maintenance	18,000	18,000	18,000	
Other Expenses				
- Furniture (See Capital Budget)	10,000	17,000	17,000	
TOTAL OCCUPANCY EXPENSES	1,204,000	1,224,000	1,252,500	

Integrated Design & Electronics Academy (IDEA) Public Charter School

No. of Students	BUDGET AMOUNTS		
	475	500	585
OFFICE EXPENSES			
- Office Supplies/Materials	90,000	90,000	95,000
- Office Equipment Purchase	5,000	5,000	8,000
- Office Equipment Rental/Lease	90,000	80,000	80,000
- Office Equipment Maintenance/Repairs	3,000	3,000	3,000
- Telephone/Telecommunications	45,000	45,000	45,000
- Legal Fees	5,000	10,000	10,000
- Accounting Fees	95,000	95,000	90,000
- Printing/Copying	12,000	12,000	12,000
- Postage/Shipping	14,000	14,000	14,000
- Advertising	5,000	5,000	5,000
- Other Office Expenses			
- Nurse Supplies	4,000	4,000	4,000
TOTAL OFFICE EXPENSES	278,500	263,000	306,000

BUDGET AMOUNTS		475	510	525
No. of Students				
GENERAL EXPENSES				
Capital Budget (Computers, Bkly Equip, Furniture, Mortgage Principal)		205,000	217,000	247,000
- Membership Fees		28,000	30,000	30,000
- Licenses/Permits		1,000	1,000	1,000
- Insurance		100,000	105,000	105,000
Bank Fees		0	0	0
- Loan or Bond Issue (Letter of Credit Fee ?)		3,500	3,500	3,500
- General				
Transportation/Travel				
- Local Travel		7,000	7,000	7,000
- Out of Town Travel		10,000	10,000	10,000
- Entertainment		500	500	500
Food Service (Students)		78,000	85,000	90,000
Food Service (Staff Activities)		25,000	30,000	30,000
Administration Fee		35,000	35,000	40,000
Other General Expenses				
- Marketing, Recruiting, Retention		20,000	22,000	24,000
- Board of Trustees Operations		10,000	10,000	10,000
- Home School Association		6,500	7,500	7,000
- Staff Activities		5,500	6,000	6,500
- Security Supplies and Equipment		12,000	15,000	15,000
- Accreditation Expense		2,000	2,000	2,000
Professional Services				
- Grant Writing/Evaluation		5,000	8,500	8,500
- MYOLA (Contracted Support)		5,500	5,500	5,500
TOTAL GENERAL EXPENSES		667,500	698,500	742,500

BUDGET AMOUNTS

Number of Students	475	500	525
CONTINGENCY EXPENSES			
- Expense Fund			171,466
TOTAL CONTINGENCY EXPENSE FUND	0	0	171,466

CAPITAL BUDGET AMOUNTS

No. of Students	475	500	525
CAPITAL BUDGET EXPENSES			
- Computer/Materials	40,000	40,000	50,000
- Principal (Mortgage)	140,000	140,000	140,000
- Furniture	10,000	17,000	17,000
- Health and Wellness Center	15,000	20,000	40,000
TOTAL CAPITAL BUDGET EXPENSES	205,000	217,000	247,000

Annual Report Data Worksheets



ANNUAL REPORT DATA COLLECTION TOOL WORKSHEETS

Use these sheets to enter your data in the ANNUAL REPORT DATA COLLECTION TOOL. Include the information from these sheets in your Annual Report.

1. Enter the school's Mission Statement in the space provided below.

The mission of the Integrated Design & Electronics Academy (IDEA) Public Charter School is the development of young people with the academic, leadership, social, and occupational skills to compete successfully in post-secondary education and training and to enter challenging careers in the technical fields of work.

IDEA prepares students for the competitive high-tech careers now required in the 21st century. The school develops students who not only have improved test and aptitude scores but who will work more cohesively as team members. This is achieved through a unique learning environment and enhanced career opportunities that include effective integration of academic and technological career training in electronics and engineering design and the leadership skills training embodied in the military Junior Reserve Officers Training Corps (JROTC) program. Students will graduate and go on to college, to the military, or to obtain employment in a needed career field in the Washington, DC, area.

2. Please choose your Campus/LEA's School Code, LEA Code, and Name from the drop down choices provided below. Each campus must submit a separate data sheet. (For Central Office submissions, use the CENTRAL OFFICE choice provided for your organization).

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3. Is your organization accredited? If yes, please list the name(s) of the accrediting organization(s) and the accreditation term (month/year start-month/year end). If your accreditation is pending, meaning your organization has formally submitted an application to a nationally recognized accrediting organization, please provide details with the expected date of accreditation in the space provided below.

YES	
Additional Comments	Fully accredited by the Middle States Association of Colleges and Schools in 2003. Current accreditation term is December 1, 2008, through December 1, 2013.

4. Please list the complete contact information for the person completing the Online Annual Report for your Campus/LEA. This may or may not be a member of school leadership, however be advised that information collected will be used by the PCSB. Fill out all information completely. Contact information should be direct and current.

Name	Timothy A. McCallip, M.Ed.	School Ward	7
Title	Director of Development	Direct Phone	202-399-4250 x237
Address	1027 45th Street, NE	Email	development@ideapcs.org
Zip	Washington, DC 20019		

Integrated Design & Electronics Academy (IDEA) Public Charter School

5. Please select the lowest grade level served by your campus/LEA during the 2010-2011 school year.

☐	PK3
☐	PK4
☐	K
☐	1

☐	2
☐	3
☐	4
☐	5

☐	6
☒	7
☐	8
☐	9

☐	10
☐	11
☐	12
☐	Adult Ed

☐	GED Program

6. Please select the highest grade level served by your campus/LEA during the 2010-2011 school year.

☐	PK3
☐	PK4
☐	K
☐	1

☐	2
☐	3
☐	4
☐	5

☐	6
☐	7
☐	8
☐	9

☐	10
☐	11
☒	12
☐	Adult Ed

☐	GED Program

7. Hours of Operation: Enter the Start time for the REGULAR school day for the 10-11 school year.

8:00 AM

8. Please enter the End time for the REGULAR school day for the 10-11 school year.

4:00 PM

9. Enter any additional comments regarding Start time/End time for Regular School Day.

Students attend school from 8:00 AM to 4:00 PM. The exception is on Fridays, when the school day is 8:00 AM to 12:15 PM. The following time on Fridays from 12:30 to 4:00 PM is used to support staff development and staff meetings. Teachers' hours are from 7:45 AM to 4:15 PM.

10. Please enter the Start and End Dates for the 2010-2011 School Year.

Start Date	August 23, 2010
End Date	August 5, 2011

11. Did your campus/LEA operate as a year-round school for the 2010-2011 school year?

YES	
Additional Comments	The school year is at least 180 actual teaching days, but due to extra teaching hours is equivalent to over 215 teaching days. The after school programs also support and assist select students who need additional tutoring. There were ten holidays, a two-week Christmas break, a one-week spring break, and five major (all-day) staff development sessions during the teaching year.

12. Race and Ethnicity: For the 2010-2011 school year, please enter the percentage of all students that have a race and ethnicity designation falling in the categories listed below. Enter the percentage as a decimal. For example 35.56% should be entered as ".3556"

African-American (non-Hispanic)	1.00
Hispanic	0
Asian/Pacific Islander	0
Caucasian (non-Hispanic)	0
American Indian/Alaskan Native	0
Other	0

13. Demographics: For the 2010-2011 school year, please list the total percentage of all students enrolled that have a designation in the categories listed below. Enter the percentage as a decimal.

Low Income	.878
SPED	.142
LEP/NEP	0
Female	.529
Male	.471

14. Please enter the average class size and student teacher ratio for the 2010-2011 school year in the space provided below.

Average Class Size	20
Student/Teacher Ratio	20:1

15. For the 2010-2011 school year, please enter the Average Daily Membership, Average Daily Attendance, and Re-enrollment Rate for all enrolled students.

Average Daily Attendance Rate	.785
Average Daily Membership Rate	.916
Re-Enrollment Rate	.598

16. For the 2010-2011 school year, please provide the total number of students falling into each category listed below.

# Transferring out of school	99
# of Dropouts	0
Promotion rate	.730
Graduation rate	.868
# Retained at grade level	81

Integrated Design & Electronics Academy (IDEA) Public Charter School

Questions 17-30: Staff Demographics Enter the Total Number of staff meeting criteria listed below in the spaces provided.

Position	Number	Bachelor's degree	Master's degree or higher	Degree in field	License in field (optional)	Number NCLB HQT	Percent NCLB HQT
Director	2	2	2	N/A	N/A	N/A	N/A
Principal	1	1	1	1	N/A	N/A	N/A
Assistant Principal	0	0	0	0	N/A	N/A	N/A
Classroom Teachers	37	36	19	27	3	41	100%
Special Subject Teachers	0	N/A	N/A	N/A	N/A	N/A	N/A
Bilingual/ESL Teachers	1	1	1	1	N/A	N/A	N/A
Special Education Teachers	8	8	2	8	1	8	100%
Vocational/Career Teachers	4	4	2	2	2	N/A	N/A
Building Resource Teachers	0	N/A	N/A	N/A	N/A	N/A	N/A
Counselors	2	2	2	N/A	N/A	N/A	N/A
Librarians/Media Specialists	1	1	1	1	N/A	N/A	N/A
Coordinators	0	N/A	N/A	N/A	N/A	N/A	N/A
Classroom Aides	0	N/A	N/A	N/A	N/A	N/A	N/A
Title I Educational Aides	0	N/A	N/A	N/A	N/A	N/A	N/A

31. Are you a single-campus LEA or a central office?

- ☒ YES Skip to Question 32
- ☐ NO Skip to Question 33

Integrated Design & Electronics Academy (IDEA) Public Charter School

32. Please complete the following entries regarding staffing statistics listed below.

Staff Attrition Rate	10.42
Number of Teachers	45
Salary Range for Teachers	\$37,200 to \$65,065
Average Teacher Salary	\$48,050
Number of School Administrators	10
Salary Range for School Administrators	\$57,800 to \$85,000
Average School Administrator Salary	\$68,500
Number of Central Office Administrators	11
Salary Range for Central Office Administrators	\$29,800 to \$54,000
Average School Administrator Salary	\$38,000
Number of School Support Staff	9
Salary Range for School Support Staff	\$30,000 to \$44,500
Average School Support Staff Salary	\$38,000

33. Does your school serve grades 9-12 and/or is considered a high school?

☒ YES Skip to Question 34

☐ NO Skip to Question 35

Additional Comments: IDEA is a grade 7 – 12 secondary school, which is comprised of a grade 7 – 8 middle school and a grade 9 – 12 high school.

34. Please complete the fields below regarding secondary school students.

Number of Students Taking PSAT	133
Average PSAT Score Mathematics	93.5
Average PSAT Score Verbal	94.1
Average PSAT Score Writing	92.7
Number of Students Taking SAT	38
Average SAT Score Mathematics	382.1
Average SAT Score Verbal	393.4
Average SAT Score Writing	366.4
Number of AP Courses Offered	4
Number of Students enrolled in AP courses	27
Number of Students passing AP courses	27
Number of students passing AP courses with a "3" or better	0
Total 9th grade students 10-11	106
Total 9th grade students on track rate	49.1
Total 12th grade students 10-11	46
Total 12th grade students accepted to college	14

35. To ensure that PCS has up to date information for the 2011-2012 School Year, provide contact information in the fields listed below for the following: School/Organization Board Chair, Executive Director, Principal/Head of School, Assistant Principal, and Business Manager.

Board Chair Name	Joseph Shull
Board Chair Title	Board Chair
Board Chair Email	shullj@comcast.net
Board Chair Phone	202-399-4750 x200
Board Chair Mailing Address	IDEA Public Charter School
Board Chair Mailing Address	1027 45th Street, NE
Board Chair Mailing Zip	Washington, DC 20019
Executive Director Name	Norman Johnson
Executive Director Title	Executive Director
Executive Director Email	director@ideapcs.org
Executive Director Phone	202-399-4750 x207
Executive Director Mailing Address	IDEA Public Charter School
Executive Director Mailing Address	1027 45th Street, NE
Executive Director Mailing Zip	Washington, DC 20019
Deputy Director Name	William Dexter
Deputy Director Title	Deputy Director
Deputy Director Email	deputy@ideapcs.org
Deputy Director Phone	202-399-4750 x206
Deputy Director Mailing Address	IDEA Public Charter School
Deputy Director Mailing Address	1027 45th Street, NE
Deputy Director Mailing Zip	Washington, DC 20019
Principal Name	Charlotte Bount Lewis
Principal Title	Principal
Principal Email	principal@ideapcs.org
Principal Phone	202-399-4750 x215
Principal Mailing Address	IDEA Public Charter School
Principal Mailing Address	1027 45th Street, NE
Principal Mailing Zip	Washington, DC 20019
Assistant Principal Name	Terrence Lewis
Assistant Principal Title	Assistant Principal
Assistant Principal Email	apc1@ideapcs.org
Assistant Principal Phone	202-399-4750 x231
Assistant Principal Mailing Address	IDEA Public Charter School
Assistant Principal Mailing Address	1027 45th Street, NE
Assistant Principal Mailing Zip	Washington, DC 20019
Business Manager Name	Nicole Seward
Business Manager Title	Business Manager
Business Manager Email	busmanager@ideapcs.org
Business Manager Phone	202-399-4750 x226
Business Manager Mailing Address	IDEA Public Charter School
Business Manager Mailing Address	1027 45th Street, NE
Business Manager Mailing Zip	Washington, DC 20019

36. Parents, employees, and community members call the PCSB with individual and specific school-related issues and concerns. These issues and concerns include questions and, at times, complaints about individual schools. In the space provided below, list the desired representatives from your campus/LEA's staff and one member of your school's Board of Trustees to receive all initial correspondence from PCSB regarding these concerns for the 2011-2012 school year.

Campus/LEA Staff Member Name	Norman Johnson
Campus/LEA Staff Member Title	Executive Director
Campus/LEA Staff Member Phone	202-399-4750 x207
Campus/LEA Staff Member Email	director@ideapcs.org
Board Member Name	Joseph Stul
Board Member Title	Board Chair
Board Member Phone	202-399-4750 x200
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INTEGRATED DESIGN and ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL



DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD



IDEA Public Charter School
Home of the Timberwolves

Appendix



**Annual Evaluation Report
Integrated Design Electronics
Academy (IDEA) Public Charter
School
2010-2011
Out-of-School Time Programs**



Prepared by
Atterberry Consulting
Ayo Atterberry, MPH

Submitted September 6, 2011

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Executive Summary

This document is an evaluation of the 2010-2011 (Year 6) of the Out-of-School Time Program operated by the Integrated Design Electronics Academy Public Charter School (IDEA PCS). The 2010-2011 Out-of-School Time Program was funded by the DC Children and Youth Investment Trust Corporation (CYITC). The CYITC funding was to support Science, Technology, Engineering and Mathematics (STEM) OST programming for 47 students. IDEA's OST program served 95 students; nearly double what the grant funded, and included several recreational activities and sports further outlined in the report.

The IDEA PCS Out-of-School Time program achieved CYITC grant objectives:

- Built two computer labs for non CYITC grantees.
- 90% of participants learned and demonstrated the elements of safety and structure in the STEM OST programs.
- 90% of participants demonstrated critical thinking, creativity, problem solving and expressive skills through their independent study.
- 90% of participants gained functional and organizational skills necessary for employment, career management and goal achievement through OST programs.

The IDEA PCS Out-of-School Time participants demonstrated academic success:

- 53.3% of OST participants increased at least a half a grade in Math.
- 44.2 % of OST participants increased at least a half a grade in English/Language Arts.
- The percentage of students achieving 'Proficiency' in Math on the DC CAS increased 10.5% from the previous program year (2009-2010).
- The percentage of students achieving 'Proficiency' in English/Language Arts on the DC CAS increased 43.5% as compared to the previous year.

Teacher responses indicated positive academic behavior, classroom engagement and overall academic achievement of OST participants. Collectively, the teachers reported favorably on student engagement on the surveys:

- 81% of teachers reported that OST participants were turning their homework in on time.
- 74% of teachers reported that OST participants were completing their homework satisfactorily.
- 74% of teachers reported that OST students were actively participating in class.
- 72% of teachers reported that OST students were behaving well in class.

IDEA PCS was also instrumental in engaging parents, families, and community members through events like fashion shows; the Parent Academy; family computer training; and, the Dearwood CommUNITY Day.

IDEA's OST program has demonstrated varying degrees of academic achievement over the past 6 years based on percentages of positive grade improvement and DC CAS scores. Ultimately, the students have continued to demonstrate academic improvement. Year 3 (2007-2008) of the grant was the most successful- the school achieved AYP and had the greatest number of participants throughout the program years. During Year 3, IDEA PCS improved on its OST programming by building on lessons learned from the previous two years. Specifically, identifying what motivates their target population and developed strategies to increase participation and increase overall academic achievement. Within Year 3, IDEA implemented an incentive program to encourage participation in the OST program. In addition, the school made participation mandatory for 7th and 8th graders. These efforts culminated in the most successful program year within the six year programming period.

Since Year 3, the funding has steadily decreased eliminating some OST program services to the target population. Conversely, IDEA is still helping students improve academically, but on a smaller scale. For the 2010-2011 school year, IDEA served 50% of the students from the previous year with 25% of that year's budget. It is clear that fully funding OST programming at IDEA PCS is necessary to provide the level of programming required to have a significant academic impact on the students served. The Urban Institute recommends that funders consider making a longer-term investment in agencies that demonstrate reasonable progress and commitment to a sustainable evaluation strategy¹. Over the course of the six years of the OST programming, IDEA has demonstrated commitment to program evaluation. It is also recommended that funders and investors demonstrate sustained commitment by investing full OST program funding to IDEA over at least a 5 year period. Simultaneously, IDEA PCS will have to identify strategies to leverage and sustain quality services to their historically underserved target audience.

¹ Giese, Michel, Theodis, Brett, and, Winkler, Mary K., (2009)

(2)

Evaluation Matters: Lessons from Youth-Serving Organizations
The Urban Institute

IDEA PCS 2010-2011 Out-of-School Time Annual
Evaluation Report
Submitted by Amberly Conaway, MPH
Amberly Consulting

Introduction

Evaluation

This report describes evaluation findings of the 2010-2011 IDEA PCS Out-of-School Time (OST) Programming. Aya Atterberry of Atterberry Consulting conducted the evaluation. Ms. Atterberry has expertise in program evaluation and has a Master of Public Health degree from the University of North Carolina at Chapel Hill.

Organization Description

The mission of the IDEA PCS Military Academy is to develop young people with the academic, social, leadership and occupational skills to compete successfully in post secondary education/training and enter challenging careers in the technical fields of work.

IDEA prepares students for the competitive high-tech careers now required in the 21st century. The school develops students who will not only have improved test and aptitude scores but will work more cohesively as team members. This is achieved through a unique learning environment and enhanced career opportunities that include effective integration of academic and technological career training in electronics, computer repair, engineering design (AutoCad) and the leadership skills training of the mandatory military Junior Reserve Officer Training Corps (JROTC) program. Upon graduation, students will enter college, obtain employment in a needed career field, or join the military.

OST Programs

IDEA PCS sixth through twelfth grade students are eligible to attend OST programming. However, students not performing at grade level, failing, or otherwise performing below average; students who have been truant, suspended, or expelled; and, students with special needs or disabilities are particularly targeted for this programming. IDEA's OST programming includes:

1. Tutoring

Tutoring is provided for those participants with a C grade or below in English, mathematics, or who are below grade level functioning in these core subjects. Other tutoring and homework support are available on an as-needed basis. The program also provides much needed pre-employment preparation for participants through an intense series of training workshops. Specific curricula, augmented with other resources, are used to provide a comprehensive pre-employment training for student participants. Career and college preparation workshops will include email and telephone manners, etiquette training both for social outings and business environments, job interviewing skills, public speaking and presentation, résumé and business letter writing, and job shadowing opportunities, among other topics covered. The program builds bridges between participants and employers through training, networking, and partnering.

2. Electric Car program

This is an academic enrichment program that focuses on STEM. Participants became familiar with scientific methods, engineering practices, and mathematics needed to research, design, and build a prototype hybrid electric car. The project began with the participants learning how the forces of magnetism and electricity work. They performed experiments, built models, and tested existing systems to understand these forces of nature. This led to experimentation with sophisticated one-tenth scale model cars. Each car contains more than two hundred moving parts. Students examined and learned the intricate features of gears, suspensions, and electrical components. Lessons learned led to the design of a life size electrical car using a quadra-cycle. This vehicle was modified from being pedal-driven to electrically-powered with solar panels and fuel cells. Before installation, components were tested using experimental apparatus designed and built by the students. Field trips to engineering facilities were conducted for student enrichment.

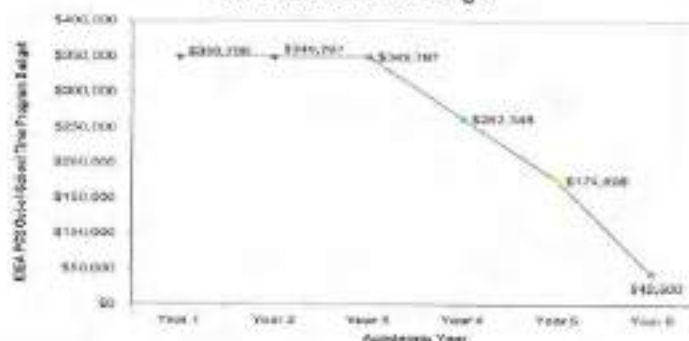
3. Recreational Program

OST programming provided recreational program targeting sports development; team building; youth leadership; and, mentoring. OST recreational programming includes Football, Basketball, the Movie Club, Twirlers, and Cheerleaders.

Budget

The budget for IDEA PCS Out-of-School Time programming decreased during the 2010-2011 school year. The first five years of the program were funded through a 21st Century Community Learning Centers (21st CCLC) grant from the U. S. Department of Education. 2010-2011 funding was provided by DC Children and Youth Investment Trust Corporation (CYITC). The 2010-2011 programs operated on approximately 25% of the budget from the 2009-2010 school year and 12% of the budget from Year 1, Year 2 and Year 3. Yet, in 2010-2011, OST programs served more than half of the number of participants from the previous program year. See Figure 1.

Figure 1
IDEA PCS
Out-of-School Time Budget



IDEA Collaboration

IDEA continues a strong partnership with Truland Systems Corporation, a major electrical construction management, design, and engineering firm in the region. Truland provides technical and instructor support for the electronics/electrical wiring program, in addition to direct financial support.

The school established a partnership with the University of the District of Columbia's Community College of the District of Columbia. This partnership provided instructors and other resources, including direct financial support. The school plans to expand these partnerships and to develop further public/private partnerships to sustain this program. Additionally, IDEA is a member of the National Academies Foundation.

Methodology

Data for this evaluation were drawn from IDEA PCS attendance records; report cards; teacher surveys; and, Spring 2011 District of Columbia Comprehensive Assessment System (DC CAS) scores. In addition, data was drawn from PTA and Community reports generated by IDEA Staff. IDEA PCS staff collected the data. The evaluator compiled and analyzed the data.

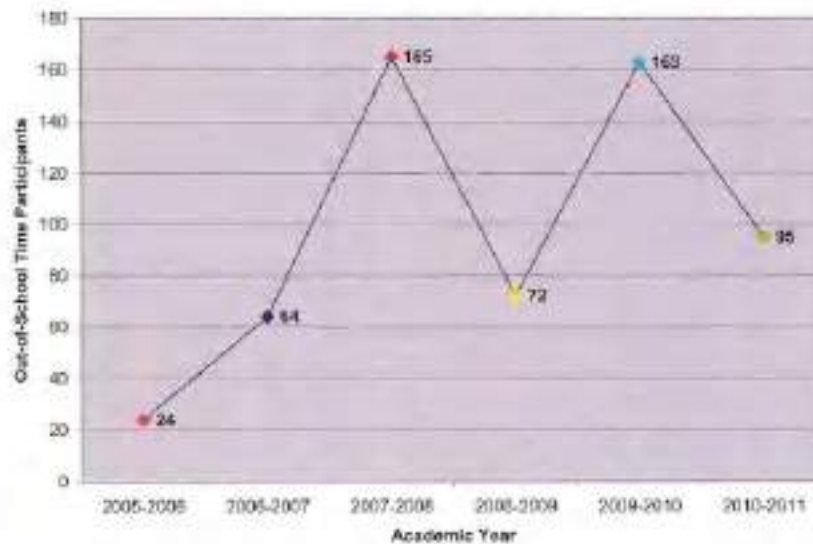
Findings and Results

During 2010-2011, participants in the OST programming at IDEA PCS demonstrated academic success.

Attendance

The number of regular attendees decreased 41.7% in 2010-2011 as compared to the previous school year. It is also important to note that due to decreased funding, IDEA eliminated programming, which adversely impacted the number of students served. See Figure 2. Please note that the attendance numbers reflect the number of participants with at least 30 days of participation in the OST programs. Overall, IDEA PCS has had a large number of attendees take part in the OST programming over the course of the six years. However, a number of those participants were not regular attendees (attending less than 30 days over the course of school year). Therefore, no data on these participants are included in the evaluation report. Since the evaluation focuses specifically on the regular attendees, it is not clear why some students attended less frequently.

Figure 2
Total Number of OST Regular Attendees
Year 1 (2005-2006) through Year 6 (2010-2011)



Grades

OST participants demonstrated increased grade improvement between the first and fourth quarters as compared to the 2009-2010 participants. Approximately forty four percent (44%) of regular attendees demonstrated at least a half grade increase in Math or Language Arts grades between first and fourth advisory.

In Math grades of students between the first and fourth quarter:

- 55.3% of OST participants increased at least a half a grade;
- 27.7% of OST participants decreased at least a half grade; and,
- 17.0% of OST participant grades remained the same.

For Language Arts grades:

- 44.2 % of OST participants increased at least a half a grade;
- 31.6% of OST participants decreased at least a half grade; and,
- 24.2% of OST participant grades remained the same.

DC CAS Scores

OST Participants

OST participant DC CAS scores demonstrated improvement in the 2010-2011 school year. The percentage of OST participants achieving proficiency in Math increased 10.5% and 43.5% in English/Language Arts compared to the OST participant DC CAS scores for 2009-2010. See Figures 3 and 4.

Figure 3
OST Participant Math DC CAS Scores
Year 3- Year 6

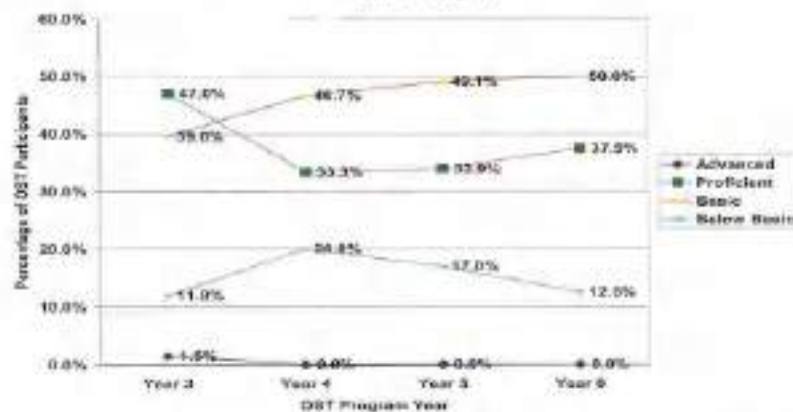
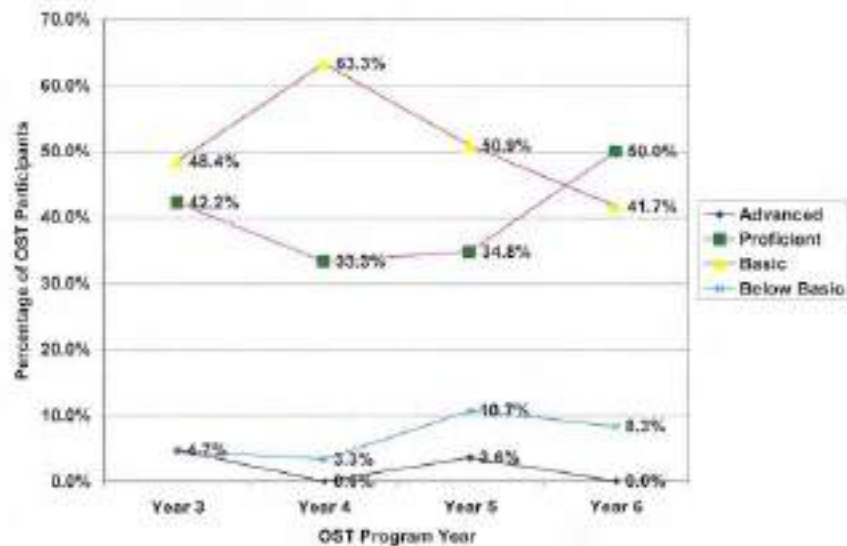


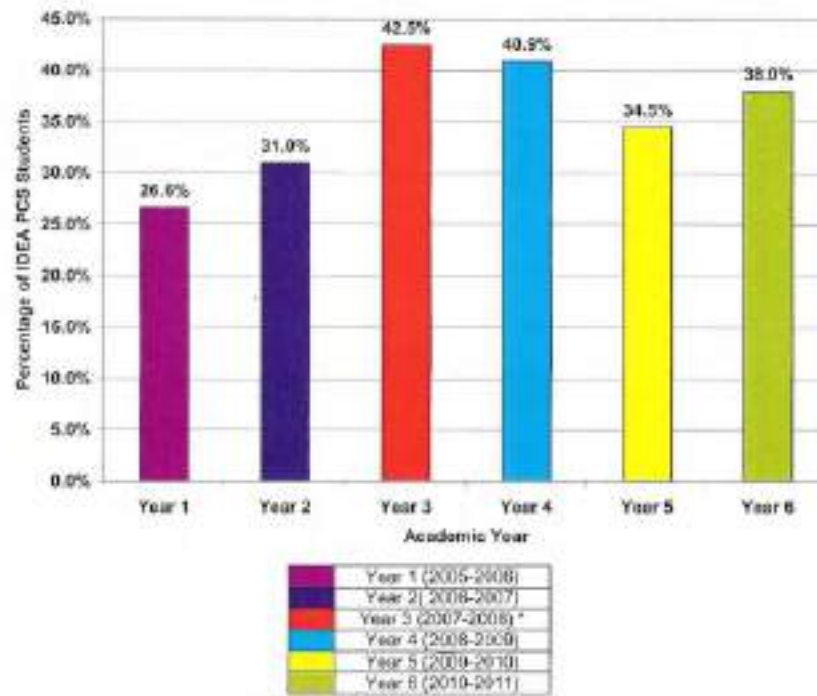
Figure 4
OST Participant English/Language Arts DC CAS Scores
Year 3- Year 6



School-wide

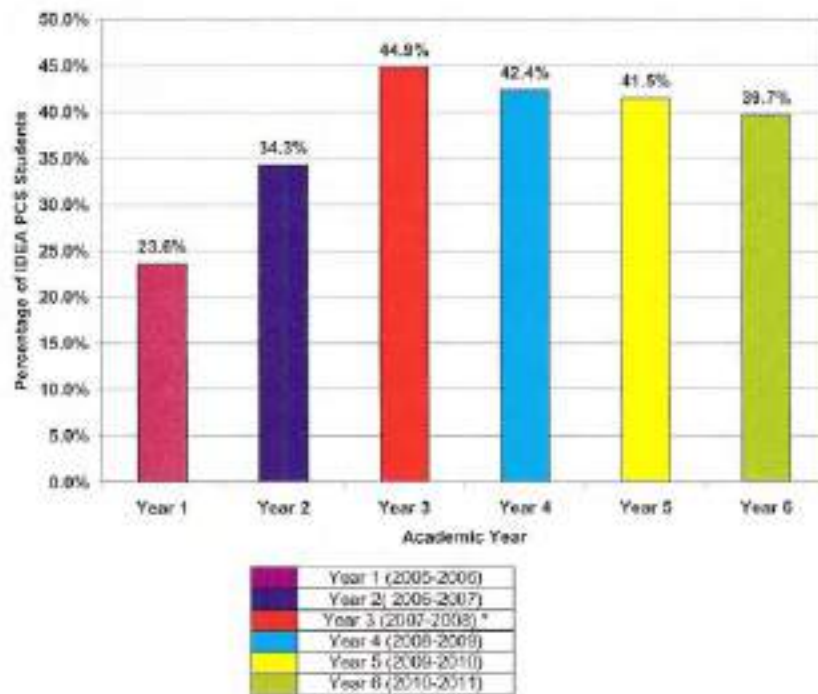
In 2010-2011, IDEA PCS students had a greater percentage of proficient scores in Math as compared to the previous year. However, the proficient English/Language Arts scores were slightly lower. IDEA PCS staff is working to provide continued academic support to assist with improving students' scores. See Figures 5 and 6

Figure 5
IDEA PCS School-wide
Math DC CAS Scores
Year 1- Year 6



IDEA achieved AYP in Year 3.

Figure 6
IDEA PCS School- wide
English/ Language Arts DC CAS Scores
Year 1- Year 6



*IDEA achieved AYP in Year 3.

Teacher Surveys

Overall, teachers reported positive classroom engagement and academic behaviors of OST participants. Teacher Surveys were collected for 74.7% of regular attendees. This response rate was an increase from 63% in 2009-2010, but a decrease from 94% in Year 4 (2008-2009). Survey responses were more positive in 2010-2011 than in 2009-2010. During 2009-2010 on average over 67% of teacher responses were in the "significant improvement", "slight improvement", and "did not need to improve" categories. During 2010-2011, Year 6, approximately 70% of teacher responses were in the "did not need to improve", "significant improvement", and "slight improvement" categories. Approximately 15.4% of the responses were in the "no change" category.

For analysis, in addition to including "significant improvement", and "slight improvement" categories, the evaluator included the responses, "did not need improvement". The "did not need improvement" responses indicate that these participants sustained satisfactory behaviors throughout the year, which is the ultimate goal of the OST program. And as a result, should be counted towards this measure.

Figure 7
Teacher Survey Responses Year 3 -Year 6
Percentage of Teacher Responses Indicating Positive Academic and Behavior Change

Teacher Survey Questions	Responses in the "significant improvement", "slight improvement", and "did not need to improve" categories			
	Year 3	Year 4	Year 5	Year 6
Turning in Homework on Time	71%	62%	65%	61%
Completing Homework to Your Satisfaction	75%	61%	61%	74%
Participating in Class	78%	67%	68%	74%
Being Attentive in Class	69%	53%	68%	74%
Behaving in Class	62%	57%	68%	72%
Academic Performance	77%	57%	72%	77%
Coming to School Motivated to Learn	71%	47%	67%	71%
Getting Along Well with Other Students	74%	58%	71%	74%

CYITC Grant Objectives

The OST program met all of the stated CYITC grant objectives as reported by IDEA PCS staff:

1. Established a partnership with the University of the District of Columbia's Community College of the District of Columbia to provide instructors and other resources, including direct financial support.
2. Built two computer labs for non CYITC grantees.
3. 90% of participants learned and demonstrated the elements of safety and structure in the STEM OST programs. IDEA PCS exceeded the objective of 75%.
4. 90% of participants demonstrated critical thinking, creativity, problem solving and expressive skills through their independent and experiential study. IDEA PCS exceeded the stated objective of 75%.
5. 90% of participants gained functional and organizational skills necessary for employment, career management and goal achievement. IDEA PCS exceed the stated objective of 75%.

Parent and Community Involvement

According to IDEA PCS parent and community program reports, several events took place throughout the year to involve parents, students, and community members. Several hundreds of family and community members attended these events. The following outlines several events that took place during the school year:

Chat and Chew Sessions

This has been an ongoing event at IDEA PCS for several years. The sessions provide a forum for parents to discuss a myriad of topics and to network with IDEA PCS principal, teachers, and staff. During the event, parents also meet SES Providers and learned about their role in providing household supplementary educational needs.

Fashion Show

Since academic year 2008, the students of IDEA PCS have produced fashion shows for students, parents, and the community at large. During the fashion shows, students are able to showcase their talent in the fashion and art industry.

Principal's Roundtable

This is a quarterly event that provides parents the opportunity to have engaging and meaningful discussions with the school leadership. On average, between ten and thirty people attend each session.

Deerwood CommUNITY Day

The Community Day is an annual event that brings together the student body, families, staff members, and the community for a one-day celebration. There were approximately 400-500 people in attendance this year. This effort is hosted by IDEA in partnership with several community organizations. These partners provided financial support, in-kind donations, as well as assist with set-up, clean-up, serving, monitoring, and cooking. In addition, parents volunteer at the event.

Book Club

Ten young ladies participated in a completely voluntary book club. It began three years ago when young ladies in the 7th grade needed a challenge, and it has continued into high school. The students meet with the English department chairwoman in the IDEA board room every other Friday to share lunch and to discuss their current novel. Each meeting, a different student leads the discussion as they develop their reading skills in a fun, relaxed environment. The book club read and discussed several novels throughout the year and created a book exchange for the summer.

IDEA-Career Education Center

IDEA offers free adult education classes, specializing in computer technology (A+, Networking+, etc.) to community members. Collectively, there were over 80 students participating at any given time. About half of those students were honored during a ceremony to honor their completion of various courses of study.

Family Nights

Family Nights are held on Parent-Teacher Conference nights to actively engage parents. There were four informative programs held during this year. Each Family Night attracted about 100 attendees (25% of families) who participated in themed activities like Museum Night and Xtreme Fitness Night.

Parent Appreciation Luncheon

The school held the 2nd Annual Parent Appreciation Luncheon for volunteers during 2010-2011. The Parent Engagement Coordinator awarded 30 parents/volunteers who made great impact during the school year. In addition to the award recipients, about thirty other persons were present to share in the honor, including students and staff members.

In addition, IDEA PCS offered programs/services for parents:

Home School Association: The Home School Association is the PTA (parent governance body, fundraising group, and booster club) at IDEA.

Parent Resource Center: Has resources and computers are for parent use. Parents can schedule to discuss concerns, get help with familial needs, or provide assistance with class trips.

Parent Academy: Conducted workshops to address effective parenting skills, underage drug & alcohol use, and other issues concerning parents and families. They were held on Wednesday evenings from 6-8 pm, for nearly 14 consecutive weeks. Participating parents were allowed to bring their children and were provided dinner. Although active participation was not a problem among the attending parents, specially-selected door prizes were awarded occasionally for classroom participation.

Family Computer Training: Basic computer training is provided for families and individuals that address job-readiness and other specific participant needs.

Limitations

Evaluator

In Year 3 of the project, IDEA PCS contracted with a new evaluator. The previous evaluator employed different data collection and reporting techniques. As a result, Year 1 and Year 2 data are not included in the report; and, the final report focuses on years 3 through 6 of the OST programming when Atterberry Consulting was conducting the evaluation.

Recommendations

Recommendations Related to the Program Administration:

IDEA should identify additional funds and leverage current funds to maintain their OST programming

Over the past 3 years, IDEA OST programming has been reduced due to the lack of staff and funding. It is important that IDEA PCS continue to seek funding to maintain and sustain the students and the community through the programs that they offer in the OST programs. When the program was running full time, participants experienced greater overall academic and behavioral achievement.

Recommendations Related to the Process of the Evaluation:

Strengthen data collection

IDEA has improved data collection efforts that have led to sustained evaluation efforts. However, there were still a percentage of teacher surveys that were not collected. IDEA

staff must collect surveys from all teachers to ensure complete data collection. This is particularly important to gauge participant engagement through teacher input in a cost effective manner.

Expand evaluation to include long term impact

IDEA has been proactive and dedicated to evaluating the impact of OST programs on their current participants. However, IDEA should include plans to measure the degree to which OST programs have impacted the post-secondary education and career paths taken by former OST participants. This would allow for IDEA to truly identify the impact of programming on their participants. IDEA can work with the evaluator to identify the most cost effective methodologies to measure this impact.

Conclusion

IDEA PCS OST has demonstrated success through improved grades and DC CAS scores during the 2010-2011 school year although adversely impacted by decreased funding. As compared to other previous year, IDEA's OST served nearly 50% of the previous year's participants with 25% of that year's budget. Additionally, the program has been instrumental in engaging parents, families, and community members.

The following was achieved during the 2010-2011 program year:

- Built two computer labs for non CYTTC grantees.
- 90% of participants learned and demonstrated the elements of safety and structure in the STEM OST programs.
- 90% of participants demonstrated critical thinking, creativity, problem solving and expressive skills through their independent study.
- 90% of participants gained functional and organizational skills necessary for employment, career management and goal achievement through OST programs.

The IDEA PCS Out-of-School Time participants demonstrated academic success:

- 55.3% of OST participants increased at least a half a grade in Math.
- 44.2 % of OST participants increased at least a half a grade in English/Language Arts.
- The percentage of students achieving 'Proficiency' in Math on the DC CAS increased 10.5% from the previous program year (2009-2010).
- The percentage of students achieving 'Proficiency' in English/Language Arts on the DC CAS increased 45.5% as compared to the previous year.

Teacher responses indicated positive academic behavior, classroom engagement, and overall academic achievement of OST participants. Collectively, the teachers reported favorably on student engagement on the surveys:

- 81% of teachers reported that OST participants were turning their homework in on time.
- 74% of teachers reported that OST participants were completing their homework satisfactorily.
- 74% of teachers reported that OST students were actively participating in class.
- 72% of teachers reported that OST students were behaving well in class.

Overall

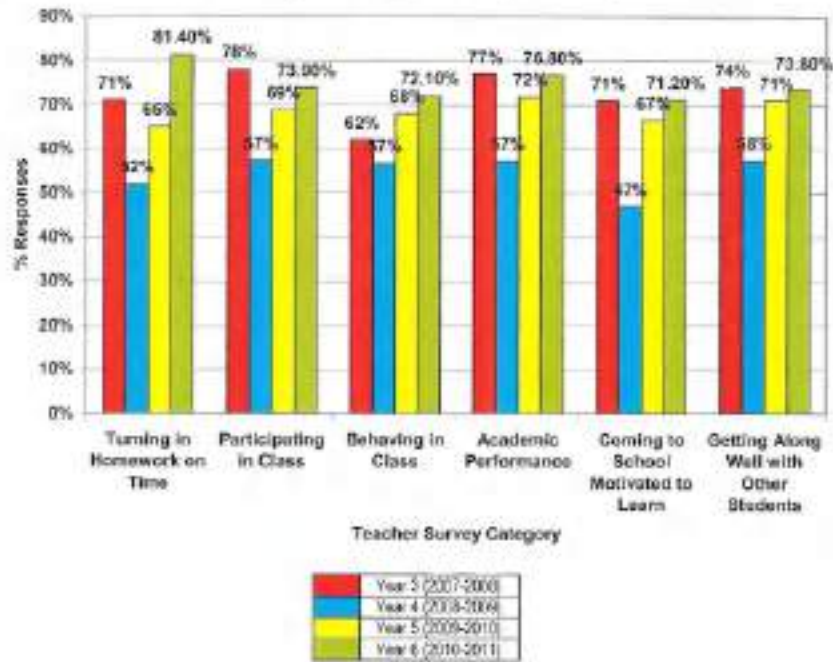
IDEA has been able to provide OST academic enrichment activities for students who are in need of after school activities. Over the course of the six years of the OST program, IDEA initially gained momentum and increased their capacity to successfully maintain an OST program. However, the momentum has decreased due to lack of funding, as noted previously. As a result, the magnitude of the OST program impact has decreased due to elimination of programs and the inability to serve a larger number of students. During Year 3, IDEA PCS improved on its OST programming through lessons learned from the previous two years. Most specifically, through identifying what motivates their target population and developed strategies to increase participation and increase overall academic achievement. These efforts culminated in the most successful program year thus far.

It is apparent that IDEA PCS requires increased and sustained funding to continue the programs needed for students. Over the course of the six years of the OST programming, IDEA has demonstrated commitment to program evaluation. It is also recommended that funders and investors demonstrate sustained commitment by investing full program funding over at least a 5 year period. Simultaneously, IDEA has to continue to address the financial challenges by identifying creative ways to operate their program with the same intensity as in Year 3, when they were fully funded. IDEA PCS will have to identify strategies to leverage and sustain quality services to their historically underserved target audience. IDEA is fully committed to ensuring that students have opportunities to improve their academic experience by fully integrating the OST programs into their program operations.

Appendix A

Teacher Survey

Did not need to improve, Significant improvement, and Slight improvement Responses
Year 3 (2007-2008) - Year 6 (2010-2011)





Integrated Design & Electronics Academy Public Charter School
1027 45th Street, NE
Washington, DC 20019
202.399.4750
202.399.4387 (Fax)



September 15, 2011

District of Columbia
Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010

To Whom It May Concern:

I, Colonel (Retired) Joseph E. Stull, Chairman of the Board of Trustees of the Integrated Design & Electronics Academy (IDEA) Public Charter School, do hereby certify that all authorizations (certificate of occupancy, insurance, deed, etc.) required to operate the school are in full force and effect.

Please contact us at (202) 300-4750 if further certification is required. Thank you.

Sincerely,

Colonel (Retired) Joseph E. Stull
Chairman, Board of Trustees
Integrated Design & Electronics Academy
(IDEA) Public Charter School

PROMOTING ACADEMIC EXCELLENCE FOR OUR FUTURE LEADERS



Fwd: Data Report Component of Annual Report; due September 5th in Epicenter with narrative and appendices

John Goldman <jgoldman@ideaapcs.org>
To: Joe Green <greenj@ideaapcs.org>

Thu, Aug 21, 2014 at 8:03 AM

sept 5

----- Forwarded message -----

From: <thanwood@dpcsb.org>

Date: Fri, Aug 1, 2014 at 11:37 AM

Subject: Data Report Component of Annual Report, due September 5th in Epicenter with narrative and appendices

To: RydstromJ@ideaapcs.org

Cc: maxwellm@ideaapcs.org, jgoldman@ideaapcs.org, dan@ed-ops.com

Dear School Leader and Data Managers,

Below is the Data Report section of the Annual Report for school year 2013-14. Please fill out the blank fields in the Data Report and submit it along with your Annual Report narrative and appendices to Epicenter by September 5, 2014. The data points where "PCSB" is listed as the source have been populated with the data points that schools have validated. Please do not change these values and just fill in the fields where "school" is listed as the source.

Any questions about the Data Report between now and August 6th should be sent to Rashida Kennedy at rkennedy@dpcsb.org. Questions after this date should be sent to Tim Harwood at thanwood@dpcsb.org. Thank you for your cooperation during this busy time of the year.

Warmly,

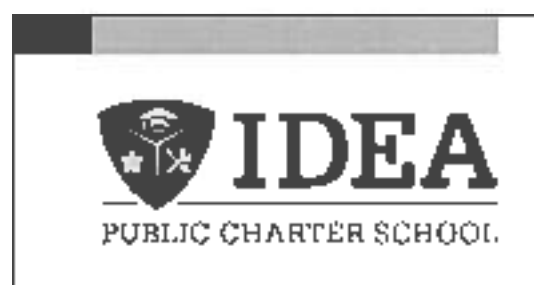
Tim & Rashida

Question #	Source	Data Point	School Answers (fill in blank fields)
1	PCSB	LEA Name	IDEA PCS
2	PCSB	Campus Name	IDEA (Integrated Design & Electronic Academy) PCS
3	School	Ages served – adult schools only	
4.a	PCSB	All Grades	199
4.b	PCSB	PK3	0
4.c	PCSB	PK4	0
4.d	PCSB	KG	0
4.e	PCSB	1	0

4f	PCSB	2
4g	PCSB	3
4h	PCSB	4
4i	PCSB	5
4j	PCSB	6
4k	PCSB	7
4l	PCSB	8
4m	PCSB	9
4n	PCSB	10
4o	PCSB	11
4p	PCSB	12
4q	PCSB	PG
4r	PCSB	Ungraded
Total number of instructional days Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has some grades with different calendars, please note this.		
6	PCSB	
7	PCSB	
8	PCSB	
9	PCSB	
10	PCSB	
11	PCSB	
12	PCSB	
PG	PCSB	
Ungraded	PCSB	
Suspension Rate Number of students with out of school suspension Number of students expelled as of Oct 2013 audit $\times 100$		
Expulsion Rate Number of students expelled Number of students expelled as of Oct 2013 audit $\times 100$		
Instructional Time Lost to Discipline (Sum of suspension days + sum of out of school suspension days) $\times 100$ (Sum of suspension days + sum of out of school suspension days) $\times 100$		
Promotion rate Number of students who advanced to 1 grade level in the LEA within SY2013 - 14 From the audited enrollment count in the end of the school year Number of students enrolled as of Oct 2013 audit $\times 100$		
AVERAGE DAILY MEMBERSHIP The SRA requires annual reports to include a school's average daily membership. PCSB will provide this using three data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries.		
* If students enrolled on or after October 1, 2013 * If students enrolled on or after October 1, 2013 Mid-Year Withdrawals Rate Number of students enrolled as of Oct 2013 audit $\times 100$		
4f	PCSB	11

31	School	GED Program (Yes/No) ☒ School has a program that specifically prepares students for a GED in lieu of a high school diploma. (School can also have a diploma track program.)	No
32	School	Language Immersion Program (Yes/No) ☒ School offers a language immersion program or teaches academic content in a language other than English.	Yes
33	School	Math, Science, Technology Focus (Yes/No) ☒ School uses math-, science- or technology-focused curriculum beyond what is required by the Common Core State Standards.	Yes
34	School	Montessori Program (Yes/No) ☒ School uses a Montessori instructional approach to learning.	No
35	School	Online/Blended Learning Program (Yes/No) ☒ School offers an online-only or blended learning program.	Yes
36	School	Public Policy/Law Program (Yes/No) ☒ School integrates law or public policy into the curriculum.	No
37	School	Reggio Emilia Program (Yes/No) ☒ School uses the Reggio Emilia inspired curriculum.	No
38	School	Residential Program (Yes/No) ☒ School offers a program for students to stay overnight at the school.	No
39	School	Special Education Focus (Yes/No) ☒ A majority of students receive special education services. (Must be more than 50%.)	No
40	School	Stand-Alone Preschool (Yes/No) ☒ A preschool/prekindergarten without any upper grades.	No
41	School	World Culture Focus (Yes/No) ☒ School integrates world cultural awareness (such as Multiculturalism or African heritage) into the curriculum.	No
42	School	Dual Enrollment (Yes/ No) ☒ <i>(Dual articulation w/ UCC)</i> School offers dual enrollment with the charter school and a higher education institution.	Yes
43	School	Career/Technical Program (Yes/No) ☒ School offers a Career and Technical Education (CTE) program of study.	Yes
44	School	Credit Recovery Courses Offered (Yes/No) ☒ School offers a mechanism for students to earn credits in courses they did not pass the first time. If Yes: Are credit recovery courses free to the student?	Yes

PCSB	Rate	Mid-Year Entries	Rate	Mid-Year Entries
12	Teacher Attrition Rate	# of teachers retired/resigned/terminated between October 1, 2013 and first day of school 2014 (number of teachers employed as of October 1, 2013) * 100	20.68%	
13	Number of Teachers	Teacher is defined as any adult responds for the instruction of students at least 50% of the time, not full time, but not related to, head teachers, teacher residents, special education teachers, and teacher fellows.	29	
14	Teacher Salary	1. Average: \$ 61,800 Range -- Minimum: \$ 46,415 Maximum: \$ 83,214		
15	School	Square footage for entire building (not separate facilities separately)	179,000	
16	School	Square footage for entire classroom space	150,000	
17	School	Cafeteria (Yes/No)	Yes	
18	School	Theater/Performing Arts Space (Yes/No)	No	
19	School	Art Room (Yes/No)	Yes	
20	School	Library (Yes/No)	Yes	
21	School	Music Room (Yes/No)	Yes	
22	School	Playground (Yes/No)	No	
23	School	Gym (Yes/No)	Yes	
24	School	Playing field large enough to hold outdoor sports competitions (Yes/No)	No	
25	School	Integrated/Infused Arts Program (Yes/No)	No	
26	School	Classical Education School (Yes/No)	No	
27	School	College Prep Program (Yes/No)	Yes	
28	School	Expeditionary Learning Program (Yes/No)	No	
29	School	Evening Program (Yes/No)	No	
30	School	Extended Academic Time (Yes/No)	Yes	



2013-2014 Annual Report
IDEA Public Charter School
1027 45th Street NE
Washington, DC 20019
(202) 399-4750

Mr. David Owens

Board Chair

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Annual Report Narrative

A. IDEA's mission

The mission of IDEA Public Charter School (IDEA PCS) is to prepare students with the academic, social, leadership and occupational skills for post-secondary opportunities and to be responsible citizens who contribute to the community.

B. School Program

I. Summary of curriculum design and instructional approach

Curriculum Design

The academic program at IDEA PCS is designed to challenge, motivate, and strengthen the intellect of all students pursuing college or entering the workforce or the military upon graduation. Our curriculum offers a college preparatory and a JROTC program which benefits every student who wants to become more self-disciplined and serve his or her community. IDEA's academic curriculum in the core subjects prepares students to meet or exceed the Common Core standards at their respective grade levels.

IDEA is also Career Technical Education (CTE) high school, meaning that students are offered a course of study that will lead to certification. Microsoft Office Systems and architecture studies are IDEA's primary CTE program. Elective coursework includes Microsoft Academy, which leads to Microsoft Office Systems (MOS) certification in Word, Excel, Share Point and Powerpoint; and AutoCAD courses in Revit software applications. IDEA also holds an articulation agreement with the University of the District of Columbia that allows for advanced AutoCAD courses to count as transferable college credit.

Instructional Approach

- **Self Pacing and Mastery-Based Credit**—At IDEA Public Charter School, teachers develop a personalized plan with every student. With 199 students enrolled during the 2013-2014 school year, teachers had more time to set classroom and individual learning goals for each of the students. Coupled with this mission and the small classroom size was the school's proven ability to enroll students who were performing below grade level in English or math, yet collectively making significant achievement gains. In 2014, IDEA students made the largest gain – of 30 points—in

math among DC public and public charter high schools. This dramatic increase was primarily due to the intervention and assessment approaches school leadership and teachers used with the students. Students met learning objectives by using Marzano evaluative strategies that included:

- **Cooperative Learning**

IDEA's instructors divided students into smaller groups to yield a positive effect on overall learning. When applying cooperative learning strategies, students supported each other through dialogue, questions and answering and critical thinking.

- **Setting Objectives and Providing Feedback**

Sometimes students set their own learning objectives when an instructor asks students to finish the sentence, "Today, I want to learn more about ____." This learning approach engaged them and also allowed them to offer feedback and review on what they learned.

- **Blended Instruction**

IDEA's instructors integrated several types of software as instructional and learning tools in the classroom. The following software and hardware technologies enabled accelerated learning and assessment by finding individual and classroom-wide areas for improvement. These programs were also used as part of oral and written learning tools:

- *Khan Academy*, which provides online math problems and drills and video lectures to supplement in-class work assignments.
- *Language Plus*, a comprehensive, online reading, and study guide that provided reading for students at the 5th grade and above.
- *Safari Montage Project*, an educational video commonly used as a learning supplement in our social science classes.
- *Insight 360*, a formative assessment piece that facilitated and simplified instructional content planning and delivery and real-time assessment. This software program enables the instructor to create lesson plans from any of the core subjects, assign work problems and exams, and extrapolate data indicating where students need more time to master a particular topic.
- *Rivt* software, which enables AutoCAD students to create architectural drawings and renderings.
- *Microsoft Academy*, which teaches Microsoft software applications including Word, Excel, Power Point, Access, and Share Point, leading to certification for students.

2. Parent Involvement Effort

Pursuant to its charter, IDEA has a parent who serves as its board member and an independent parent body, the Home School Association (HSA).

The parent representative to the board has offered regular and continuous feedback to IDEA staff and board regarding school uniform and policy enforcement and a request to expand and enrich afterschool programs and clubs. She has also facilitated greater school engagement with the parents by recommending that the school host dinners and other social events

The HSA normally meets once a month during the school year. They host parent breakfasts and coordinate a town hall forum to invite and encourage dialogue with IDEA's leadership team.

For the 2013-2014 school year, IDEA and the HSA coordinated six Saturday parent breakfasts and town hall forums, bingo night and two parent suppers.

II. School Performance

A. Performance and Progress

1. Describe the extent to which the school is meeting its mission, detailing programs and/or methodologies through which the school pursues its mission.

IDEA partners with Transcend and DC CAP, a college readiness program, to partner and prepare our students for the college entrance exams (SAT/ACT). Students also receive support for college applications and scholarships and grants.

In 2014, 97% of IDEA students were accepted into college and about 20% enrolled in one branch of the armed services.

Daily Intervention – IDEA daily interventions targeted 9th and 10th graders, to improve fundamental reading and math skills. Tutoring was also available after school for all students who demonstrated a need.

IDEA's Saturday Academy was mandatory for 10th graders struggling in math, and focused on reinforcing basic math, algebra, and geometry skills using a variety of

interventions and technology. The Saturday Academy was also open to 9th graders interested in improving their math skills.

Additionally, students were able to set goals based on their ANet performance to track their growth.

Summer school was offered to students who required credit recovery in the four core content areas (English, math, social studies and science). Of the 70 students who enrolled in summer school, 90% were able to recover course credit.

Career Technical Education (CTE) – Approximately 37 students were enrolled in Microsoft Office Systems (MOS) courses or AutoCAD for mastery certification. To date, 15 students received certification and several others will be taking their exams in Microsoft Word, Excel or Revit (AutoCAD) in the 2014-2015 school year.

- 2. Describe the extent to which the school is meeting its goals and academic achievement expectations detailed in its charter. Note that when the school undergoes review or renewal, or any other year, PCSB may seek supporting documents and data to validate this narrative.**

In 2013, IDEA renewed its commitment with the University of the District of Columbia-Community College to have to advanced-level AutoCAD courses articulated for credit. Microsoft Academy membership allows IDEA to offer MOS designation to students seeking basic certification in Microsoft Word, Excel, Power Point or Sharepoint. All of these elective CTE courses lead to certification and shows that students have met certain mastery criteria.

Mastery in the common core subjects (English, math, science and social science) are critical to ensure success and certification in the career education course designation. Pursuant to our charter's goals, students should have a "foundation in the basic and advanced academic skills, workplace competencies and personal qualities that are prerequisite to post-secondary education and training, initial employment, links to apprenticeship programs and careers in a technical field (IDEA Charter, page 6)."

- 3. For schools with early childhood and/or adult education programs, discuss the extent to which the school met the targets detailed in the corresponding accountability plan. For targets that were not met, provide further context.**

Does not apply.

B. Lessons Learned and Action Taken

Describe lessons learned and/or actions taken or planned based on the school's performance and progress described above. This may include modifications made to instructional programming, parental involvement, professional development, human capital and/or supplemental programming.

Originally, IDEA wanted to use the department chairs to improve and implement instruction design innovations and strategies in the classroom. Due to an unanticipated reduction in force in October 2013, this leadership model was modified later in the school year. We wanted to hire additional English and math teachers to allow our English and math chairs to remove themselves from the classrooms and spend more time teaching teacher teams. Each of those teachers had a class they taught plus three classes to conduct classroom observation, teacher observation and cross content data meetings. Because IDEA of being understaffed in 2013, most of the training and instructional support was coordinated by the Academic Director.

We also note that parental involvement was low during the back to school meals, HSA meetings and other special events coordinated exclusively for parents. On these occasions, we had an approximate 10% turnout, although the three family conferences brought in up to 45 parents for each of these meetings.

C. Unique Accomplishments

Describe unique accomplishments achieved, awards earned, and/or other recognition.

IDEA students who took the 2014 DC CAS test performed the best in Ward 7 in math. Specifically:

- IDEA students proficient or advanced in MATH: 67% a 16% increase from the 2013 DC CAS exam results;
- IDEA students proficient or advanced in READING: 54%, a number which remained constant from 2013.
- IDEA was named a REWARD school, meaning that we are a school on the rise scholastically and academically, compared to similar schools in our community.

D. List of Donors

Detail all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the 2013-2014 school year.

SOAR Grant	143,227.00
Perkins Fund	24,550.00
David Owens	11,500.00
Cesar Chavez PCS	5,761.69
Vanguard Charitable	4,000.00
CYITC	3,300.00
CTE Innovation Fund	3,200.00
Joanne Fort	2,500.00
Kelly Nakamoto	2,500.00
Scoutleadership.com	1,750.00
Blankingship and Keith	1,000.00
Calvin Snowden	1,000.00
David Dziuk	1,000.00
EdOps	1,000.00
Employee Benefit	
Services of Maryland	1,000.00
Keith Stevenson	1,000.00
William Dexter	1,000.00
David Johnson	840.00
Capital City Express	770.00
Stephen Marcus	750.00
Coca Cola	518.48
Garrett Rush	500.00
National Collegiate	
Prep Public	
Charter School	500.00
Washington Latin	
Public Charter School	500.00
Total	\$213,667.17

IDEA PUBLIC CHARTER SCHOOL

TEACHER AND ADMINISTRATION/OPERATIONS ROSTER

2013 - 2014

Last Name	First Name	Qualifications	Roles and Responsibilities
Teachers			
Bee	George	22 years in the Army; has taught JROTC at IDEA since its founding.	Reserved Officer's Training)
Chapdelaine	Karne	Teacher - Two Masters , Music Education and Performance	Teaches Music Education
Conaty	Agnes	Teacher: Secondary Education - Math (Bachelors)	Teaches Math
Cook	Christina	Bachelor's Degree.	Teaches English
Cook	Carmen	Teacher: Special Education (Bachelors)	Teaches Special Education
Crump	Brandie	Teacher: Secondary Education - Math (Bachelors)	Teaches Math
Cyrus	Vuanya	Teacher: Secondary Education - History (Bachelors)	Teaches Social Sciences
Daigle	Cindy	Teacher: Secondary Education - Science	Teaches Science
Deal	Portia	Teacher: Secondary Education - Special Education	Teaches Special Education
Graves	Sara	Teacher: Secondary Education - Special Education (BA)	Special Education Coordinator
Jennings	Shomari	Teacher: Secondary Education - Math (BA and Masters)	Lead Teacher - Math
Johnson	Ashley	Teacher: Secondary Education English. Pursuing her PhD in Education	Teaches English

Note: Yellow highlight indicates teachers who were released during the 2013-2014 school year.

IDEA PUBLIC CHARTER SCHOOL

TEACHER AND ADMINISTRATION/OPERATIONS ROSTER

2013 -2014

Last Name	First Name	Qualifications	Roles and Responsibilities
Johnson	Brandon	Teacher: Secondary Education - Physical Education	Teaches and directs Physical Education
Jordan	Edna	Teacher: Secondary Education - Informational Technology	Teaches Informational Technology
Lewis	Terrence	Teacher: Junior ROTC - Master's in Business Administration and	Lead Instructor for JROTC
McCrae	Nicole	Teacher: Secondary Education - English (Bachelor's and Master's)	Lead Teacher
Minino	Jonas	Teacher: Spanish (BA)	Teaches Spanish
Mitchell	David	Teacher: Secondary Education; BA Degree in Architecture	Teaches Computer-Aided Drafting and Design
Ogunnake	Stephanie	Teacher: Secondary Education - History (BA)	Teaches Social Sciences
Remtgen	Claire	Teacher: Secondary Education - (BA and Master's in Commercial Art)	Teaches Visual Arts
Riley	Kim	Teacher: Secondary Education - Science (BS and Master's in Environment Studies)	Teaches Science
Rudasill	Jonathan	Teacher: Secondary Education - Science; (BS and MS in Biology)	Teaches Science
Santana	Haddai	Teacher: Secondary Education - BA, Spanish	Teaches Spanish
Scott-Davis	Jeanine	Teacher: Secondary Education - Math (BA)	Teaches Math
Schrage	Trevor	Teacher: Secondary (BA)	Teaches Math

Note: Yellow highlight represents teachers who were released during the 2013-2014 school year.

IDEA PUBLIC CHARTER SCHOOL

TEACHER AND ADMINISTRATION/OPERATIONS ROSTER

2013 - 2014

Last Name	First Name	Qualifications	Roles and Responsibilities
Simmonds	Stacie Nicole	Teacher: Special Education (BA and Masters)	Teaches Special Education
Simmons	Even	Teacher: Secondary Education - Math	Teaches Math
Smith	Germaine	Teacher: Special Education (BA)	Teaches Special Education
Sun	Katherine	Teacher: Special Education (BA and Masters)	Teaches Special Education
Talib	Sharif	Teacher: Math (BA and Master's)	Teaches Math
Taylor	Juliana	Teacher: Secondary Education - English (BA, MAT and MA in English)	Teaches English
Yarborough	Phillip	Teacher: Secondary Education - English (BA)	Lead Teacher; teaches English
Administration and Operations			
Rydstrom	Justin	Principal	School Administrative Lead
Goldman	John	Executive Director	Head of School
Green	Joseph	Director of Development	Fundraising Lead
Bacchus	Lannette	Academic Director	Head of Academics Affairs, Instruction and Curriculum Development
Stroman	Tyrone	Custodian	Facilities
Wynn	Renee	Cafeteria Manager	Meal Preparation

Note: Yellow highlight represents teachers who were released during the 2013-2014 school year.

IDEA PUBLIC CHARTER SCHOOL

TEACHER AND ADMINISTRATION/OPERATIONS ROSTER

2013 -2014

Last Name	First Name	Qualifications	Roles and Responsibilities
Reeves	Ianya	Administrative Assistant	Bursar, Data Integrity Specialist
Seward	Nicole	VP Operations	All Non-Academic Business Operations
Lacey	John	Carpenter	Facilities Enhancement
Richmond	Emilee	School Psychologist	Counselor
Washington	Melody	Clinical Counselor	Counselor
Guilliams	Debbie	Director of Special Education	Individual Education Planning Monitor and Coordinator
Maxwell	Melanie	Dean of Culture	Attendance Monitor
Briscoe	Lori	Dean of Students	School Policy Enforcement

Note: Yellow highlight represents teachers who were released during the 2013-2014 school year

Board of Trustees: September 2013 – June 2014

NAME

Mrs. Susie Dixon
Parent Coordinator
IDEA Parent

Ms. Brenda Liddell
IDEA Parent

Mr. Edward Dunson
Chairman, School of
Architecture

Mrs. Joanne D. Fort
Vice President and
General Counsel of
Urban Service Systems Corporation

Ms. Lakeshia Highsmith
Director, AA & HR Compliance, Marriott

Mr. David H. Johnson
Consultant

Mrs. Kelly Nakamoto
PwC | Tax Partner

Mr. David Owens, White
Chairman

Ms. Angel Riley
Senior Manager, Federal and State Government Relations and PAC Affairs
Lockheed Martin

Mr. Garrett Rush
Director

William R. Spaulding
Retired Councilman

Calvin R. Snowden
Director, University
for the People, GSA

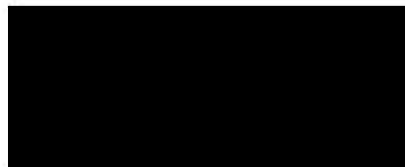
Kelth T. Stephenson
Vice President,
K12, Inc

Nicole Seward
*Ex-officio
Business Manager

Justin Rydstrom
*Ex-officio
Principal

John Goldman
*Ex-officio
Executive Director

***Ex-officio means the individual is NOT an official voting member of the Board of Trustees but attends meetings as required by the IDEA PCS Board.**



**IDEA Public Charter School
2014-15 Budget**

REVENUE	2014-15	Percent of Total Revenue
Per Pupil Charter Payments	\$1,512,912	68%
Per Pupil Summer School	\$130,844	3%
Per Pupil Facilities Allowance	\$262,482	12%
Facilities Endorsements	\$241,883	5%
Other Government Funding/Grants	\$470,126	8%
Total Public Funding	\$3,228,047	98.7%
Private Grants and Donations	\$50,000	1.0%
Activity Fees	\$10,000	0.2%
Other Income	\$5,569	0.1%
Total Non-Public Funding	\$65,569	1.3%

TOTAL REVENUES **\$3,293,616**

ORDINARY EXPENSE	2014-15	Percent of Total Revenue
Personnel Salaries and Benefits		
Principal/Assistant	\$454,500	8.9%
Teachers	\$1,781,218	77.2%
Special Education	\$498,583	9.8%
Summer School	\$39,000	0.6%
Teacher Aides/Paraprofessionals	\$0	0.0%
Before/After Care	\$0	0.0%
Other Education Professionals	\$150,000	3.0%
Business Operations	\$219,518	4.3%
Clerical	\$66,268	0.9%
Custodial	\$94,850	1.5%
Other Staff	\$77,363	1.5%
Employee Benefits & Taxes	\$530,388	10.4%
Contracted Staff	\$797,300	2.6%
Staff Development Expense	\$91,000	1.0%
Subtotal: Personnel Expense	\$3,661,032	72.0%
Other Student Expense		
Textbooks	\$14,000	0.3%
Student Supplies and Materials	\$25,750	0.5%
Library and Media Center Materials	\$2,150	0.0%
Student Assignment Materials	\$80,000	1.2%
Contracted Student Services	\$92,000	1.8%
Miscellaneous Student Expense	\$78,150	1.5%
Subtotal: Direct Student Expense	\$272,050	5.4%

Ordinary Expense	2014-15	Percent of Total Revenue
Occupancy Expenses		
Rent	\$0	0.0%
Building Maintenance and Repairs	\$50,000	1.0%
Utilities	\$250,952	5.5%
Janitorial Supplies	\$0	0.0%
Contracted Building Services	\$187,200	3.3%
Subtotal: Occupancy Expenses	\$488,152	8.8%
Office Expenses		
Office Supplies and Materials	\$74,725	0.5%
Office Equipment Rental and Maintenance	\$35,000	1.5%
Telephone/Telecommunications	\$78,780	1.5%
Legal, Accounting and Payroll Services	\$140,500	2.8%
Printing and Copying	\$2,150	0.0%
Postage and Shipping	\$2,150	0.0%
Other Office Expenses	\$0	0.0%
Subtotal: Office Expenses	\$333,455	6.3%
General Expenses		
Insurance	\$63,781	1.8%
Transportation	\$5,500	0.1%
Food Service	\$87,378	1.7%
Administration Fee (to RCSR)	\$50,711	1.0%
Management Fee	\$0	0.0%
Other General Expenses	\$87,720	1.3%
Subtotal: General Expenses	\$324,689	6.0%
TOTAL ORDINARY EXPENSES	\$5,079,448	102.0%
NET ORDINARY INCOME	\$2,116	0.0%
Depreciation Expense	\$271,814	7.3%
Interest Expense	\$0	0.0%
NET INCOME	-\$269,708	-7.3%
ASSUMPTIONS		
Student Enrollment	215	

IDEA PUBLIC CHARTER SCHOOL
Profit and Loss
July 2013 - June 2014

	<u>Total</u>
Income	
41000 Per Pupil Charter Payments	3,514,890
43000 Federal Entitlements	310,662
44000 Other Government Funding/Grants	689,315
45000 Private Grants & Donations	41,798
46000 Activity Fees	18,882
47000 Other Income	5,288
Total Income	<u>4,602,435</u>
Gross Profit	<u>4,602,435</u>
Expenses	
51000 Personnel Salaries and Benefits	3,548,673
52000 Direct Student Costs	413,581
53000 Occupancy Expense	542,566
54000 Office Expenses	249,537
55000 General Expenses	505,099
56000 Depreciation Expense	335,701
58100 Amortization Expense	24,242
57100 Miscellaneous Interest Expense	12,651
57200 Mortgage Interest Expenses	497,262
Total Expenses	<u>6,130,311</u>
Net Operating Income	<u>(1,467,877)</u>
Other Expenses	
70000 Loss on Disposal of Asset	81,463
Total Other Expenses	<u>81,463</u>
Net Other Income	<u>(81,463)</u>
Net Income	<u>(1,549,340)</u>

Balance Sheet

As of 6/30/14

IDEA PUBLIC CHARTER SCHOOL**ASSETS****Current Assets**

Checking/Savings	668,585
Accounts Receivable	126,003
Other Current Assets	26,941
Total Current Assets	821,530

Fixed Assets

Furniture & Equipment	2,435,461
(Accumulated depreciation - FE)	(2,413,530)
Facilities	12,997,570
(Accumulated depreciation - Fac)	(1,785,354)
Total Fixed Assets	11,234,147

Other Assets	27,272

TOTAL ASSETS	12,082,950

LIABILITIES**Current Liabilities**

Short-Term Debt	562,218
Deferred Revenue	132,300
Other Current Liabilities	1,188,688
Total Current Liabilities	1,883,206

Long-term liabilities	8,098,049

TOTAL LIABILITIES	9,981,255

NET ASSETS

Temporarily restricted	
Permanently restricted	
Retained Earnings	3,651,034
Net Income	(1,549,340)
TOTAL NET ASSETS	2,101,695

TOTAL LIABILITIES AND NET ASSETS	12,082,950

Appendix Y

DC Public Charter School Board

Hearing and Meeting Minutes: March 17, 2014 7:30 PM

Meeting Location:
DC Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010

Public Hearing

Board Members in attendance: John “Skip” McKoy (Chair); Darren Woodruff (Vice Chair); Sarah Mead; Barbara Nophlin; Scott Pearson (Ex-Officio); Don Soifer; Herb Tillery.

Mr. McKoy called the public hearing to order at 7:35 PM.

I. Early Childhood 2013-14 Performance Management Framework (“PMF”) Technical Guide

A. **PCSB Representative:** Ms. Erin Kupferberg, Specialist, School Quality and Accountability

B. Discussion

- Ms. Kupferberg stated the 2013-14 Early Childhood PMF Technical Guide (“Tech Guide”) was opened for public comment during the board’s monthly board meeting on February 19, 2014. She noted that the public comment period will close on March 21, 2014, and the Board will vote on the Tech Guide on April 23, 2014.
- Mr. McKoy asked how long the Early Childhood Task Force PMF had worked on the Tech Guide. Ms. Kupferberg replied that the Task Force had worked on the Tech Guide for about a year and a half.
- Mr. McKoy asked about the most significant recent changes to the Tech Guide. Ms. Kupferberg replied that since September 2013, the Task Force has focused on the floors and targets for all PMF indicators.
- No members of the public addressed the Board.
- Ms. Mead noted that there are no early childhood schools that currently need an alternative education framework, but such a need may emerge in the future. She asked whether the Early Childhood PMF is flexible enough to accommodate alternative education, or if PCSB would likely need to create an alternative education framework for this grade span. Ms. Kupferberg noted St. Coletta Public Charter School serves the early childhood grades and is not included in this framework. She stated that whether alternative education can be accommodated under this PMF would need to be considered by the Board in the future.

II. **KIPP DC Public Charter School (“KIPP DC PCS”) Charter Amendment Request – Enrollment Ceiling and Facility Notification**

A. **Representatives**

1. PCSB: Ms. Naomi DeVeaux, Deputy Director
2. Schools: Ms. Irene Holtzman, Policy Director and Senior Advisor, KIPP DC Public Charter School (“KIPP DC PCS”)

B. **Discussion**

- Ms. DeVeaux stated that KIPP DC PCS is requesting an enrollment ceiling increase for its high school as well as for each campus. She added that KIPP DC PCS is notifying the board that it will move its high school campus to a new facility in school year 2014-15. Finally, Ms. DeVeaux stated that the Board has already received notice that KIPP DC PCS will open a new middle school next year.
- Mr. Pearson asked if the new high school would accommodate students from all KIPP DC PCS middle schools. Ms. Holtzman replied that the high school can accommodate 1,080 students, and therefore will be able to accommodate all KIPP DC PCS middle school students.
- Dr. Woodruff asked about the geographic range of the student body. Ms. Holtzman replied that the Hamilton campus is in a more central location, and noted that students from the Shaw campus have been choosing not to attend KIPP DC PCS’ high school due to its location. She further noted that the location was not in a residential neighborhood, and that the school is collaborating with Gallaudet University.
- Ms. Nophlin asked if KIPP DC PCS would retain its current high school campus. Ms. Holtzman replied that the campus currently contains four schools serving students in pre-kindergarten through twelfth grade, and that the other schools will slowly expand following the relocation of the high school.
- Mr. Soifer asked if the relocation precipitates that need for a second campus. Mr. Holtzman replied that the relocation does not precipitate a second high school, and that the new facility can serve a freshman class of up to 300 students.
- Dr. Woodruff asked if any other high schools are close by. Ms. Holtzman stated that there were not any other high schools nearby.
- Ms. Mead asked if KIPP DC PCS anticipates that the high school will only serve students from other KIPP DC PCS schools, or if it will take in additional students. Ms. Holtzman replied that the school wants to take in as many students as it can possibly serve.
- Ms. Mead asked if the high school will grow by adding a grade each year, or if all grade levels will be filled from the beginning. Ms. Holtzman replied that the school will grow by adding a grade each year.

- Mr. McKoy asked if KIPP DC PCS is making any special curriculum adjustments for students currently attending Arts and Technology Academy Public Charter School (“ATA PCS”). Ms. Holtzman replied that although all of the KIPP DC PCS schools already offer a robust arts curriculum, KIPP DC PCS intends to offer additional arts programming at the former ATA PCS campus. Additionally, the director overseeing arts programming will work primarily at the ATA campus.
- No members of the public addressed the board.

III. **IDEA Public Charter School (“IDEA PCS”) Annual Report Out Regarding Probation Status**

A. **Representatives**

1. PCSB: Ms. Emma McGann, Specialist, School Quality and Accountability
2. Schools: Ms. Joanne D. Forte, Board Vice President and General Counsel; Mr. John Goldman, Executive Director; Mr. David Owens, Board Chairman; Mr. Justin Rydstrom, Principal

B. **Discussion**

- Ms. McGann summarized the conditions of the school’s probation as well as the school’s progress according to data submitted in its probation reports.
- Mr. Owens noted that at the time the school applied for renewal of its charter, it was in the second year of a turnaround period and was placed on probation.
- Ms. Forte stated that the school met all probation conditions. She noted that the school made an unprecedented gain in its PMF performance, in reading as well as math performance.
- Mr. Goldman noted that the school was one of ten charter schools to obtain “Reward” status, the top ranking from the Office of the State Superintendent (“OSSE”) for its DC CAS testing performance, and the middle and high schools were ranked the highest in performance growth. He added that the school has the highest reading and math scores in Ward 7, and that the school had a 100% teacher return rate. He noted that the school intends to have a ninth grade class of 75 students, and because only 76 students ranked the school among their top three preferences in the MySchoolDC system, the school will likely continue to make an enrollment push this summer. He stated that the school is striving to receive a Tier 1 ranking, and would be the only Tier 1 school in Ward 7 primarily serving students east of the river.
- Mr. Rydstrom stated that the school implemented professional development programming to improve school culture, including early dismissal for students each Wednesday so that teachers have time to focus on professional development. He noted that the school implemented a school-wide Positive Behavior Intervention and Support (“PBIS”) model to reward students for consistent attendance, and that the school revised its office discipline referral system. He

stated that these changes foster a positive relationship among students and teachers, and that the school has improved communication with families.

- Mr. Rydstrom said that the school hired a new academic director and implemented a new teaching framework. He stated the school has also put a co-teaching model in place to serve special education students.
- Mr. Rydstrom stated that the school now uses the Northwest Education Association (“NWEA”) math assessment and Achievement Network (“ANet”) assessments. He stated that there is a dedicated block of time meeting for an hour four times per week to provide additional instructional support. He noted that the school has seen improvement in student PSAT and SAT scores.
- Dr. Woodruff congratulated the school and stated that he was impressed with the school’s improvement. He noted that the new strategies described created substantial change for students, and asked how the school’s culture has changed. Mr. Rydstrom replied that the school continues to see some challenges, including in mid-year withdrawals, but also noted that reenrollment is rising. He stated that the majority of students who left in school years 2012-13 and 2013-14 were out-of-state transfers, and noted that the school is accepting mid-year transfers.
- Dr. Woodruff asked how the school is addressing its high suspension rate. Mr. Rydstrom replied that the school is addressing suspensions through PBIS, and noted that suspensions are due to drug possession, assault, and other serious offenses. He stated that the majority of suspensions are short-term with a low recurrence.
- Mr. Soifer noted that one area in which he wanted to see improvement was in instructional support for teachers regarding content and lesson planning. Mr. Rydstrom replied that the school is focusing on this area this school year, and has moved to a more regular coaching model for teachers. He stated that the school utilizes iObservation for teaching evaluation and coaching.
- Mr. Soifer asked how the school uses data to guide instruction. Mr. Rydstrom replied that after each interim assessment, the staff dedicates a day to examine the data and revise teaching plans.
- Mr. Soifer asked what interim assessment the school utilizes. Mr. Rydstrom replied that the school uses ANet as well as some of its own assessments created in partnership with the TenSquare Group. Mr. Soifer asked how many times per year the school collects data. Mr. Rydstrom replied that the school collects data four times per school year.
- Mr. Soifer asked if the school retained its Reserve Officers’ Training Corps (“ROTC”) program. Mr. Rydstrom replied that the school retained the program, which is a strong asset to the school. He noted that program requirements changed

from two to four years. Ms. Forte stated that data is presented to the board during every meeting, and the school's leadership reviews that data with the board.

- Ms. Nophlin commended the school for its growth, and asked what teacher recruitment and retention strategies have been implemented. Mr. Goldman replied that the school retained all teachers but one, and the teacher who left had received a full scholarship for a PhD program. He stated that the school treats teachers as professionals and creates an environment for teachers to excel.
- Mr. McKoy congratulated the school on its progress. He commented that it is not surprising that some students have left with the substantial change in school culture, but asked the school to monitor truancy. He asked how the school ensures it is not overwhelming students with assessments. Mr. Goldman stated that the school has a multi-year implementation plan, and assesses students in a manner similar to other high-performing schools. Mr. Owens added that the school's board is actively involved in monitoring student assessment.
- No members of the public addressed the board.

IV. Democracy Prep/Imagine Southeast Public Charter School ("Imagine Southeast PCS") Asset Acquisition Agreement

A. Representatives

1. PCSB: Ms. Monique Miller, Manager, New School Development
2. Schools: Dr. Barbara Bazron, Board Chair, Board Chair, Imagine Southeast PCS; Mr. Ben Feit, Deputy Chief of Staff, Democracy Prep Public Schools ("DPPS")

B. Discussion

- Ms. Miller stated that Imagine Southeast PCS' Board of Trustees elected DPPS to operate a public charter school to acquire its assets, and the terms of the asset acquisition agreement are being finalized.
- Ms. Bazron summarized the process of the Imagine Southeast PCS board to identify a charter operator to take over the school. She stated that the school's board wanted the school to continue to serve students in the neighborhood, and that DPPS agreed to do so as a condition of the agreement. She noted the school's board and DPPS have met with the staff, parents, and community stakeholders about the transition, and the response to the change has been positive. She added that the Board has found DPPS to be very cooperative, and that the finalized agreement should be ready within a few days and the acquisition process concluded by the end of June.
- Ms. Nophlin asked if the building was included in the agreement. Ms. Barzon replied that the building was included in the agreement.
- Dr. Woodruff thanked the Imagine Southeast PCS board for ensuring the students made a smooth transition, and asked if the school has a sense of the percentage of students who will continue to attend the school following the takeover by DPPS.

Ms. Barzon replied that the Imagine Southeast Board requested that DPPS consider retaining staff that met DPPS' requirements, and a substantial number of staff members indicated they would like to interview with DPPS. Mr. Feit added that as of Thursday, Thursday, March 13, 2014, 300 students stated they would reenroll. He added that only 50 students currently attending Imagine Southeast PCS have elected to attend other schools in the *My School DC* system, although he also noted that this may be a low estimate.

- Mr. Soifer complemented Ms. Bazron on her strong leadership during the transition process, and asked her to discuss the timeline for the process. Ms. Bazron replied that she expects the asset acquisition agreement will be completed in the next few weeks. She noted that Imagine Southeast PCS had an agreement with Schoolhouse Finance LLC regarding the building, and Imagine Southeast PCS is not a party to Schoolhouse Finance LLC's agreement with DPPS. She stated that some of the tasks associated with closing the school will be finished by June 30, 2014, although there will be some outstanding tasks that will continue for a few months after that date.
- Mr. Sofier asked to be updated regarding the status of the lease. Ms. Bazron and Mr. Feit replied that there were no issues related to the lease agreement, and Mr. Feit stated that DPPS will prepare a marked up version of the lease by the end of the week.
- No members of the public addressed the board.
- Ms. Bazron asked about PCSB's remaining requirements regarding the asset acquisition agreement. Mr. Pearson replied that after the agreement is completed, it will go before the Board for a vote.

The public hearing was adjourned at 8:39 PM.

Public Meeting

Board Members in attendance: Skip McCoy (Chair); Darren Woodruff (Vice Chair); Sarah Mead; Barbara Nophlin; Scott Pearson (Ex-Officio); Don Soifer; Herb Tillery.

Mr. McKoy called the public meeting to order at 8:39 PM.

- I. **Public Comments by Elected Officials.** No elected officials addressed the Board.
- II. **Approval of the Agenda.** Dr. Woodruff moved to approve the agenda, and Mr. Tillery seconded. The Board approved the motion 6-0.

- III. **Approval of the February 19, 2014 Board Minutes.** Ms. Mead moved to approve the minutes, and Mr. Soifer seconded. The Board approved the motion 6-0.
- IV. **Administrative Contracts over \$25,000.** Dr. Woodruff stated that the contracts would be read into the minutes unless an objection was raised. No objection was raised.
- V. **Approval of Technology Plan.** Dr. Woodruff stated that the technology plan would be read into the minutes unless an objection was raised. No objection was raised.
- VII. **Somerset Prep Public Charter School (“Somerset Prep PCS”) Request to Expand to Ninth Grade**
- A. **Representatives**
1. PCSB: Ms. Naomi DeVeaux, Deputy Director; Ms. Monique Miller, Manager, New School Development
 2. School: Mr. Jim Griffin, Principal and Chief Administrative Officer
- B. **Discussion**
- Ms. Miller asked that the Board grant Somerset Prep PCS permission to serve students in ninth grade in 2014-15, and added that the school met the deadline for submitting its curriculum.
 - Dr. Woodruff asked Mr. Griffin to provide a summary of the school year. Mr. Griffin replied that the school had a 94% reenrollment rate and a 90% attendance rate. He noted that the school wants to steadily grow its program, and will focus this growth on communication technology. He stated that the school builds in a remediation program daily, and the school uses a program called i-Ready diagnostic to assess student learning.
 - Mr. Tillery asked how many additional students the school will add by the end of ninth grade. Mr. Griffin replied that about 75 to 100 students will be added, including additional sixth graders and students in other grades.
 - Mr. Tillery asked if there are any middle schools near the school. Mr. Griffin replied that Hart Middle School and Ballou High School are near Somerset Prep PCS. He noted that the school took in students from other charters as well as traditional public schools. He stated that the school has 127 students on the waiting list, and that 40 to 50 of those students are ninth grade students, although the school only has seven or eight open ninth grade seats.
 - Dr. Woodruff asked if most of the ninth grade class would be comprised of rising eighth graders at the school. Mr. Griffin replied that most of the ninth grade class would be comprised of current eighth graders at the school. He added that current diagnostic tests indicate that the majority of students are at grade level, although they started school three grade levels behind.

- Ms. Mead asked about the school’s staff retention. Mr. Griffin replied that the school has not lost anyone, and that all teachers put in letters to return next year. He noted that there was some turnover due to staff leaving who were not a good fit for the school. He stated that the school offers a strong professional development program and teacher support.
 - Ms. Nophlin asked how students were able to progress three grades in one school year. Mr. Griffin replied that he attributed student progress to three factors: (1) the school’s strong curriculum; (2) relationships that establish high expectations for students; and (3) a pathway that allows students to enjoy and celebrate success. He stated that the school’s remediation provides immediate help for students, offers tutoring support, and includes data checkpoints for students to see their progress.
 - Ms. Nophlin asked Mr. Griffin to clarify whether the school offers a 90-minute daily remediation period for each student. Mr. Griffin replied that students are offered a 90-minute daily remediation period for support in reading and math. He added that the school’s policy only permits students to participate in extracurricular activities after they’ve attended the scheduled tutoring session.
 - Dr. Woodruff asked if most students live near the school, and Mr. Griffin replied that most students did.
 - Mr. Tillery asked about the school’s student-teacher ratio. Mr. Tillery replied that the school’s student-teacher ratio is about 18:1, although this is lower for students who need more individualized attention.
- C. **Vote:** Mr. Soifer moved to grant Somerset Prep PCS permission to serve ninth grade, and Ms. Nophlin seconded. The Board approved the motion 6-0.

VI. **Vote to Fully Approve Democracy Prep Public Charter School (“Democracy Prep PCS”) Charter**

A. **Representatives**

1. **PCSB:** Ms. Naomi DeVeaux, Deputy Director; Ms. Monique Miller, Manager, New School Development
2. **School:** Mr. Ben Feit, Deputy Chief of Staff, Democracy Prep Public Schools (“DPPS”)

B. **Discussion**

- Ms. Miller stated that the school met 14 of the 16 conditions required as part of the Board’s approval of the school’s charter, and that the school requests to defer the remaining conditions: (1) a signed management agreement between the school and DPPS, and (2) liability insurance. She added that these conditions must be met before the Board signs a charter agreement with the school.
- Ms. DeVeaux noted that at the time DPPS’ charter was approved, there was no discussion of an asset acquisition agreement with Imagine Southeast PCS. She

stated that the decision before the Board is to approve the school's original charter to serve students in pre-kindergarten-three through fifth grade, and that DPPS will return to the Board soon with a request to amend the school's charter to increase the school's enrollment ceiling, as well as serve students in middle school grades.

- Mr. Tillery noted that the school's enrollment ceiling included in the memorandum to the Board was for 650 students. Ms. Miller clarified that the school's enrollment ceiling after five years was 650, and that the school would serve 250 students in its first year and grow one grade level per year.

C. **Vote:** Mr. Tillery moved to fully approve DPPS' charter, and Ms. Mead seconded. The Board approved the motion 6-0.

VIII. **Renewal Vote: Roots Public Charter School ("Roots PCS")**

B. **Representatives**

1. **PCSB:** Ms. Sarah Medway, Charter Agreement Specialist
2. **School:** Ms. Beverly Galloway, Teacher Representative; Ms. Rasheki Kuykendall, Vice Principal; Ms. Roseanna Nwaogu, Chief Financial Officer; Ms. Gilda Sherrod-Ali, Board Chair; Dr. Bernida Thompson, Founder and Principal

B. **Discussion**

- Ms. Medway summarized the standard for charter renewal as well as the staff findings contained in the school's renewal report. She stated that the PCSB staff recommended renewal with two conditions: that the school adopt (1) specific goals about special education compliance, and (2) math goals related to growth and achievement, at the elementary, middle school, and early childhood levels.
- Dr. Woodruff asked the school to describe its future direction. Dr. Thompson replied that the school would remain small, with no more than 120 students. She stated that the school has a high level of community, parent, and staff support. She added that the school finds gifts in all students, and that many parents do not want their children labeled as special education students. She stated that the school creates student portfolios because, although the school is working to ensure growth in standardized test scores, students have more talents beyond those measured by standardized testing.
- Ms. Sherrod-Ali stated that in providing students with an education rooted in Afrocentric history and values, the school teaches them confidence. She added that the school has a full-time special education teacher who is working with students.
- Ms. Kuykendall noted that she was involved in the CityBridge Program in school year 2012-13. She stated that the school is working closely with teachers to integrate technology into the classroom and implement data-driven instruction.
- Mr. Tillery commended the school for staying true to foundational mission and its focus on non-cognitive skills.

- Dr. Woodruff asked the school to talk about what unique aspects of its program instill confidence in students. Dr. Thompson stated that students see themselves reflected in the school’s curriculum and culture. Ms. Kuykendall noted that because a teacher has a student for several grades, the teacher is able to build a relationship with students’ families.
 - Ms. Nophlin asked what high schools students attend when they leave Roots PCS. Dr. Thompson replied that students go to the school of their choice, and added that Roots PCS alumni are attending schools such as Banneker Academic High School, School Without Walls, Duke Ellington School of the Arts, and St. John’s College High School.
 - Mr. Soifer stated he was supportive of the school’s renewal, and noted that he would like to see improvement in Roots PCS student growth over time. He asked how the school intends to move students forward. Ms. Kuykendall replied that the school uses the Common Core math and reading standards. She stated that she is a member of the Partnership for Assessment of Readiness for College and Careers (“PARCC”) initiative as well as a PARCC advisory group. She noted that the school adopted a strong math curriculum and has integrated one-on-one instruction. She added that the special education teacher also works closely with students.
 - Ms. Mead asked what systems have been put in place to ensure effective identification and service to students with special needs since concerns regarding the school’s special education compliance was first identified. Ms. Kuykendall replied that the school employs a special education teacher and a student support teacher, and has contracted with a speech pathologist as well as a school psychologist. She added that the school has a student support team to serve students with disabilities.
 - Ms. Mead asked if students come to the school already with Individualized Education Programs (“IEPs”). Ms. Kuykendall replied that some students come to the school with IEPs already in place.
- C. **Vote:** Dr. Woodruff moved to approve renewal of Roots PCS’ charter, and Mr. Tillery seconded. The Board approved the motion 6-0.

IX. **Charter Amendment Vote: DC Bilingual Public Charter School (“DC Bilingual PCS”)—Adopt the Performance Management Framework (“PMF”) as Charter Goals**

A. **PCSB Representative:** Ms. Medway, Charter Agreement Specialist

B. **Discussion**

- Ms. Medway stated that the staff recommended approval of DC Bilingual PCS' request to amend its charter to adopt the PMF as its goals. Ms. Medway noted that the school was high performing, and had achieved Tier 1 status in 2012-13.
- C. **Vote:** Ms. Mead moved to approve the school's charter amendment request, and Ms. Nophlin seconded. The Board approved the motion 6-0.
- X. **Lift Notice of Concern for Compliance in Governance: Washington Math Science and Technology Academy Public Charter School ("WMST PCS")**
- A. **PCSB Representative:** Ms. Rashida Kennedy, Manager, Equity and Fidelity Team
- B. **Discussion**
- Ms. Kennedy stated that PCSB staff is requesting that the Board lift the notice of concern for WMST PCS because the school has provided a board roster showing it is compliant with the School Reform Act.
 - Dr. Woodruff asked how many members sit on the school's board. Ms. Kennedy replied that the school has 11 board members.
- C. **Vote:** Ms. Mead moved to lift the Notice of Concern, and Dr. Woodruff seconded. The Board approved the motion 6-0.
- XI. **Notice of Concern: Truancy Policy—Multiple Schools**
- A. **Representatives**
1. **PCSB:** Mr. Tim Harwood, Data and Policy Analyst
 2. **School:** Mr. Mike Cucciardo, Executive Director, Hospitality High Public Charter School ("Hospitality High PCS"); Mr. Steven Foster, Assistant Principal, Maya Angelou Public Charter School ("MAPCS") – Evans High School; Mr. Harold Miles, Principal, MAPCS
- B. **Discussion**
- Mr. Harwood summarized PCSB's truancy policy and the truancy rates, based on data through January 31, 2014, for Hospitality High PCS as well as MAPCS' middle and high schools. He stated that PCSB staff requests that the Board issue a Notice of Concern for these schools with truancy rates surpassing the threshold included in PCSB's policy on truancy, and added that the Notices of Concern will be lifted if the schools show improvement in their performance.
 - Ms. Nophlin asked about the truancy policy in general, as well as the timeframe during which the schools must show improvement. Mr. Harwood replied that PCSB will review the school's data through the end of April to compare whether the attendance rates for truant students, as well as the attendance rates of the entire school have improved from the previous period.
 - Mr. McKoy asked about how many students are truant at Hospitality High PCS and MAPCS. Mr. Cucciardo stated that 77 students at Hospitality High PCS were

classified as truant. Mr. Pearson noted that half of these students need to show improvement for the Board to lift the Notice of Concern.

- Mr. Soifer asked what strategies the schools would implement to minimize truancy. Mr. Cucciardo replied that Hospitality High PCS has reached out to parents, and noted that one issue for the school has been a lack of internal consistency with follow-up. He stated that the school's policy automatically writes off an absence as unexcused and places the burden of proof on students to show that the absence was unexcused. He added that the person responsible for the lack of follow up is no longer with the school, and the school hired a new person to ensure proper attendance procedures are followed. Mr. Miles stated that MAPCS changed its attendance clerk position from part-time to full-time, and is sending out Metropolitan Policy Department ("MPD") truancy letter. He stated that the school is reviewing its records to ensure absences are accurately recorded.
- Mr. Soifer asked whether MAPCS has students who are just below the truancy threshold. Mr. Miles replied that 60 students are chronically truant, and of these students, 40% are new to the school as of this year. He added that the school is reaching out to parents to ensure they are aware of procedures for notifying the school of an absence. Mr. Foster stated that at the high school level, MAPCS has revised its attendance system so that counselors reach out to parents regarding attendance.
- Mr. Soifer asked about MAPCS' overall behavioral and discipline issues. Mr. Foster replied the school specifically recruits students with behavioral and discipline issues. He stated that the school has a strong Social and Emotional Learning ("SEL") Department so that students can focus on academics. He noted that although disciplinary actions may be higher-than-average, the school is working with students individually to improve behavior. Mr. Soifer asked how the school is doing with behavioral and discipline issues this year. Mr. Foster replied that the school reduced its expulsion and suspension rate, and he noted that although there has been an uptick in neighborhood violence, the counseling department has worked with students to reduce its impact.
- Mr. McKoy asked what the schools offer to help students achieve their potential. Mr. Foster replied that MAPCS helps students find a connection to education, including what opportunities are open to high school graduates. Mr. Miles stated that the school hired a new eighth grade teaching staff, and that building relationships with students will take time. He added that 50% of the seventh grade staff returned. He noted that changing attitudes towards education proceeds gradually. He stated that the school hired an in-school suspension coordinator as part of the discipline team. Mr. Cucciardo replied that he ties attendance to career skills.

- C. **Vote:** Mr. Soifer moved to issue the Notices of Concern, and Ms. Mead seconded. The Board approved the motion 6-0.

XII. **Policy Vote: Revisions to Alternative Accountability Framework Policy (“AAF”)**

A. **PCSB Representative:** Ms. Rashida Tyler, Manager, School Quality and Accountability

B. **Discussion**

- Ms. Tyler stated that PCSB staff recommended the Board vote to approve revisions to the AAF, and summarized the proposed changes.
- Ms. Nophlin clarified whether schools qualifying for the AAF would be measured under the PMF or their goals. Ms. Tyler replied that schools would establish their goals through the policy.
- Mr. Soifer asked why the qualifying threshold of alternative students is 60% instead of 70%. Ms. Tyler replied that research shows that setting the bar too high is not good for students. PCSB concluded that the threshold should be lowered while still excluding most schools.
- Ms. Nophlin asked which schools meet this threshold. Ms. Tyler replied that PCSB invited MAPCS, Options Public Charter School (“Options PCS”), and St. Coletta of Greater Washington Public Charter School (“St. Coletta PCS”) to discuss development of the AAF. She stated that PCSB collected data on two risk factors: (1) students receiving level three and four special education services and (2) students at least two years over-age and under-accredited for their grade level, and found that Options PCS and St. Coletta PCS surpassed the 60% threshold, but that MAPCS did not, although these are just two of the factors AAF considers.
- Dr. Woodruff asked if there is a fourth school that would come close to qualifying for AAF. Mr. Tyler replied that there is not a fourth school that comes close to qualifying for AAF. Ms. DeVaux added that there was consideration to ensure the threshold was not set too high. She noted that with the 60% threshold, students with multiple risk factors are only counted once, while under the 70% threshold, these students would be counted multiple times.
- Ms. Nophlin asked if there are measurable goals in the AAF. Ms. Tyler replied that if the three schools want to move forward with being held to this framework, they will submit an application and complete additional data collection. She stated that PCSB will begin talking to schools about goals in May, and emphasized that the selected goals must be rigorous.
- Ms. Nophlin asked if the schools held accountable under the AAF will be measured against a lower expectation for progress. Ms. Tyler replied that PCSB asked schools to look at their historical data to set rigorous targets aligned to growth. Mr. Pearson stated that the AAF only designates which schools set alternative goals. He emphasized that each school must renegotiate its goals and

the Board will vote on those goals. Ms. DeVeaux stated that the AAF will be used to identify schools, not to measure school performance.

- Dr. Woodruff asked if having a strict bar related to truancy is the correct way to look at data, or if PCSB should dig deeper and be more proactive to see if students attending schools qualifying for AAF are truant for different reasons than non-alternative school students. Mr. Pearson noted the bar was higher for alternative schools. Ms. DeVeaux stated that the South Capitol Street Memorial Act requires schools to report a family if a student who is between ages five and thirteen has ten or more unexcused absences in a school year.
- Ms. Mead asked about the duration of the AAF designation. Ms. Tyler replied that the original policy asked schools to submit data annually, but a school's status will only be reviewed at the time of charter review unless the school submits data showing its demographics have significantly changed. Ms. Mead asked if any other schools will be able to apply for the AAF at renewal or when their charter agreement is first signed. Ms. Tyler replied that schools could submit an AAF application before the beginning of any new school year. Ms. DeVeaux added that to qualify for the AAF, the school's mission must be focused on alternative education.

C. **Vote:** Mr. Sofier moved to approve the AAF revisions, and Dr. Woodruff seconded. The Board approved the motion 6-0.

XIII. Open for Public Comment: Amendment to Adopt the Performance Management Framework as Charter Goals and Academic Achievement Policy

A. **PCSB Representative:** Ms. Rashida Tyler, Manager, School Quality and Accountability

B. Discussion

- Ms. Tyler summarized the contents of the proposed amendment to the policy, which provides language describing how PCSB will evaluate a school's early childhood and/or adult education programs during future high stakes reviews.
- Ms. Mead asked whether a school would have to reach or exceed each indicator in order to meet its goals for each year the indicators are in place. Ms. Tyler responded that the school would need to reach or exceed each indicator to meet its goals for each year the indicators are in place.

C. **Vote:** Dr. Woodruff moved to open the amendment for public comment, and Ms. Mead seconded. The Board approved the motion 6-0.

XIV. Public Comments. No members of the public addressed the Board.

XV. Adjourn. The meeting was adjourned at 10:05 PM. Ms. Mead moved to adjourn the meeting, and Mr. McKoy seconded. The Board approved the motion 6-0.

Appendix Z



IDEA Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



IDEA Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	



IDEA Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	In progress	School is voting on the 2nd parent board member at the next board meeting.
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	



Integrated Design Electronics Academy 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	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	COMPLIANT	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	COMPLIANT	
	School Emergency Response Plan (Assurance letter)	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	



Integrated Design Electronics Academy 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	



Integrated Design Electronics Academy 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	COMPLIANT	
	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	COMPLIANT	
Annual Report	Annual Report (SY 2012-2013)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	COMPLIANT	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	COMPLIANT	

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *IDEA PCS*

January 15, 2015

Requirement	Compliance Status	Due	On Time
Charter's Board Calendar	Compliant	7/25/14	X
High School - Course Offering	Compliant	7/25/14	X
School Calendar	Compliant	7/25/14	X
Quarterly Financial Statements - 4th	Compliant	7/31/14	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	In Progress	within 60 days	N/A
Annual Teacher and Principal Evaluation Reflection (LEA)	Compliant	8/15/14	X
Auditor Engagement Letter	Compliant	8/15/14	X
Fire Drills	Compliant	8/20/14	X
Charter School Athletics Compliance	Compliant	8/31/14	✓
Monthly Financial Statements - July	Compliant	8/31/14	✓
Annual Report SY2013-2014	Compliant	9/5/14	X
Monthly Financial Statements - August	Compliant	9/30/14	✓
Professional Development Calendar (Title I Schools)	In Progress	within 60 days	N/A
Accreditation	Compliant	10/10/14	✓
Basic Business License	Compliant	10/10/14	✓
Board Meeting Approved Minutes	Compliant	10/10/14	✓
Certificate of Insurance	Compliant	10/10/14	X
Certificate of Occupancy	Compliant	10/10/14	X
Child Find Policy	Compliant	10/10/14	X
Employee Handbook: Employment Policies	Compliant	10/10/14	X
Lease/Purchase Agreement - Certification of Completion	Compliant	10/10/14	X
Litigation Proceedings Calendar	Compliant	10/10/14	X
School Emergency Response Plan	Compliant	10/10/14	X
School Nurse Notification OR Certified Staff to Administer Medication	Compliant	10/10/14	X

Sexual Violation Protocol Assurance Letter	Compliant	10/10/14	X
SPED-Continuum of Services	Compliant	10/10/14	X
Staff/Volunteer Roster and Background Checks - 10/10/2014	Compliant	10/10/14	X
Student Handbook	Compliant	10/10/14	X
Monthly Financial Statements - September	Compliant	10/31/14	✓
Monthly Financial Statements - October	Compliant	11/28/14	✓
Fire Drills	Compliant	12/5/14	X
Board Roster	Compliant	12/8/14	✓
Audited Financial Statements	In Progress	within 60 days	N/A
Audited Financial Statements - FAR Data Entry Form	In Progress	within 60 days	N/A

Additional Comments
PCSB staff will work with the school to ensure timely submission of outstanding documents.

2014-15 Compliance Review Requirements

Requirement	Description
2014-15 School Calendar	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
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	<u>Fire drill schedule</u> -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	<u>2013-14 Annual Report includes:</u> -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	Board makeup must include: -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) * <i>*Adult schools may use alumnae or adult students to satisfy the parent requirement</i>
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: • 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: *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	Discipline Policy -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 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) Safeguard of Student Information Policy--aligns with FERPA regulations
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	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 Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview *should include a non-discrimination clause
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

Appendix AA



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2011 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Integrated Design Electronics Academy (IDEA) PCS
Final Percentage Rating:	68%
Determination Level:	Needs Assistance

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	- Indicator 4b – in compliance - Indicator 9 – in compliance - Indicator 10 – in compliance - Indicator 11 – not in compliance - Indicator 12 – N/A - Indicator 13 – not in compliance	3	5
2	Information regarding timely, valid and reliable data	All data are submitted timely	4	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	LEA did not receive a report in FFY 2011 as the result of an on-site monitoring visit	N/A	N/A
3b	Dispute resolution findings	No dispute resolution complaints were filed against the LEA	N/A	N/A

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) – 4 points • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4 points • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 2 points • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 0 points • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 0 points • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 2 points • Material weaknesses identified by the Auditor in the annual independent audit – 4 points • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 points	3.25 (average points)	4 (average points)
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	• Either timely LEA submission of Phase I and Phase II applications, or reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2011 grant cycle	2	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA MOE requirement and LEA reported on MOE to OSSE timely	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	• LEA did not meet minimum “n” size for disability subgroup	0	0

8	Evidence of correction of findings of noncompliance, including progress toward full compliance	Less than 90% of noncompliance corrected within one year after the identification of the noncompliance	0	2
Total Number of Points Achieved			14.25	
Total Possible Points from Applicable Elements			21.00	
Percentage of Points Achieved from Applicable Elements			68%	



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2012 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Integrated Design Electronics Academy (IDEA) PCS
Final Percentage Rating:	81%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	- Indicator 4b – compliant - Indicator 9 – noncompliant - Indicator 10 – noncompliant - Indicator 11 – N/A - Indicator 12 – N/A - Indicator 13 – noncompliant	1	4
2	Information regarding timely, valid and reliable data	All data are submitted timely	4	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	Less than 75% of areas reviewed in compliance	0	2
3b	Dispute resolution findings	LEA has 26-50 students with IEPs No dispute resolution complaints were filed against the LEA or 0-4 findings of noncompliance	2	2

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) –4 • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4 • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4 • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 0 • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4	3.5	4
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	• Timely LEA submission of Phase I and Phase II applications and reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2012 grants cycle	4	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA MOE requirement and LEA reported on MOE to OSSE timely	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	• LEA did not meet minimum “n” size for disability subgroup	N/A	N/A

8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	100% of noncompliance corrected as soon as possible, but in no case later than one year after the identification of the noncompliance	2	2
		BONUS: LEA has no longstanding noncompliance from FFY 2011, 2010 and 2009	1	
Total Number of Points Achieved				19.5
Total Possible Points from Applicable Elements				24
Percentage of Points Achieved from Applicable Elements				81%



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2010 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Integrated Design & Electronic Academy Public Charter School
Final Percentage Rating:	80%
Determination Level:	Needs Assistance

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Item Number	Element	Determination	Number of Points Earned
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	- Indicator 4b –not in compliance - Indicator 9 – in compliance - Indicator 10 – in compliance - Indicator 11 –not in compliance - Indicator 12 – N/A - Indicator 13 – not in compliance	2
2	Information regarding timely, valid and reliable data	All data are valid and reliable and submitted timely	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring (student and/or LEA level)	LEA did not receive a report in FFY 2010 as the result of an on-site monitoring visit	N/A
3b	Dispute resolution findings (student and/or LEA level)	LEA has 51-100 students with IEPs 1-8 findings of noncompliance	3

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) – 4 • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4 • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4 • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 0 • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 2 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4	3.3 (average points)
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	• Timely submission of Phase I and II Applications and the sub-recipient sought valid reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first fifteen months of the FFY 2010 grant cycle	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and reported on MOE to OSSE timely	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	• LEA did not meet minimum “n” size for disability subgroup • LEA met District of Columbia FFY 2010 SPP Indicator 5c target of placement of less than 26% of its	N/A 1

		students into separate settings	
8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	Less than 90% of noncompliance corrected within one year after the identification of the noncompliance	0
Total Number of Points Earned + Additional Points			19.3
Total Possible Points from Applicable Elements			24
Percentage of Points from Applicable Elements			80%

Appendix BB

Appendix CC

**INTEGRATED DESIGN & ELECTRONICS
ACADEMY PUBLIC CHARTER SCHOOL**

**Financial Statements and Supplemental Schedules
Together with Reports of Independent Public Accountants**

For the Years Ended June 30, 2011 and 2010



June 30, 2011 and 2010

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REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS

Board of Trustees
Integrated Design & Electronics Academy Public Charter School

We have audited the accompanying statements of financial position of the Integrated Design & Electronics Academy Public Charter School (IDEA) as of June 30, 2011 and 2010, and the related statements of activities and change in net assets, and cash flows for the years then ended. These financial statements are the responsibility of IDEA's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America; and the auditing standards established pursuant to the District of Columbia School Reform Act, Public law No. 104-134, 110 Stat. 1321-121, 2204(B)(ii)(B)(ix)(1996); D.C. Official Code 38-1802.04(ii)(B)(2001, as amended). Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of IDEA as of June 30, 2011 and 2010, and the change in its net assets and its cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated March 1, 2012, on our consideration of IDEA's internal control over financial reporting and our tests of its compliance with laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.



Our audits were conducted for the purpose of forming an opinion on the basic financial statements as a whole. The accompanying schedule of expenditures of Federal awards is presented for purposes of additional analysis as required by the U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, and is not a required part of the basic financial statements. The supplemental schedules of vendor payments over \$25,000, and functional expenses, as indicated in the table of contents, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management. The information has been subjected to the auditing procedures applied in the audits of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects in relation to the basic financial statements as a whole.

Washington, DC
March 1, 2012

SB & Company, LLC

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Statements of Financial Position As of June 30, 2011 and 2010

	<u>2011</u>	<u>2010</u>
ASSETS		
Current Assets		
Cash and cash equivalents	\$ 1,073,071	\$ 1,795,183
Restricted cash	2,200	125,469
Accounts receivable from District of Columbia Public Schools	383,894	865,865
Prepaid expenses	5,887	29,304
Total Current Assets	<u>1,465,052</u>	<u>2,815,821</u>
Property and equipment, net	7,363,732	4,428,051
Deferred financing loan costs, net	67,965	67,965
Total Assets	<u><u>\$ 8,896,749</u></u>	<u><u>\$ 7,311,837</u></u>
 LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable	\$ 388,040	\$ 175,505
Accrued payroll and benefits	378,709	149,629
Refundable advances	175,262	120,763
Total Current Liabilities	<u>942,011</u>	<u>445,897</u>
Long-term Liabilities		
Retainages payable	323,481	-
Loan payable	3,010,230	2,271,201
Total Liabilities	<u>4,275,722</u>	<u>2,717,098</u>
Net Assets		
Unrestricted	4,621,027	4,594,739
Total Liabilities and Net Assets	<u><u>\$ 8,896,749</u></u>	<u><u>\$ 7,311,837</u></u>

The accompanying notes are an integral part of these financial statements.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Statements of Activities and Change in Net Assets For the Years Ended June 30, 2011 and 2010

	<u>2011</u>	<u>2010</u>
UNRESTRICTED NET ASSETS		
Revenue and Support		
Per pupil funding	\$ 5,879,463	\$ 6,580,577
Federal grants	2,532,687	2,735,353
Contributions	59,293	9,931
Interest	10,206	4,205
Miscellaneous	27,688	66,119
Total Revenue and Support	<u>8,509,337</u>	<u>9,396,185</u>
Expenses		
Program	7,443,893	7,769,613
Management and general	831,882	798,020
Fundraising	207,274	150,323
Total Expenses	<u>8,483,049</u>	<u>8,717,956</u>
Change in net assets	26,288	678,229
Net assets, beginning of year	4,594,739	3,916,510
Net Assets, End of Year	<u>\$ 4,621,027</u>	<u>\$ 4,594,739</u>

The accompanying notes are an integral part of these financial statements.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Statements of Cash Flows

For the Years Ended June 30, 2011 and 2010

	<u>2011</u>	<u>2010</u>
Cash Flows from Operating Activities		
Change in net assets	\$ 26,288	\$ 678,229
Adjustments to reconcile change in net assets to net cash from operating activities:		
Depreciation and amortization	368,479	597,640
Effect of changes in non-cash operating assets and liabilities:		
Accounts receivable from District of Columbia Public Schools	481,971	(124,866)
Prepaid expenses	23,417	(4,634)
Accounts payable	212,535	35,678
Accrued payroll and benefits	229,080	(28,100)
Refundable advances	54,499	(20,712)
Net Cash from Operating Activities	<u>1,396,269</u>	<u>1,133,235</u>
Cash Flows from Investing Activities		
Proceeds from sale of certificates of deposit	-	208,877
Payments for purchases of property and equipment	(2,980,679)	(1,041,284)
Net Cash from Investing Activities	<u>(2,980,679)</u>	<u>(832,407)</u>
Cash Flows from Financing Activities		
Payments of deferred financing costs	-	(47,965)
Proceeds from loan payable	739,029	2,271,201
Payment of loan payable	-	(1,992,547)
Net Cash from Financing Activities	<u>739,029</u>	<u>230,689</u>
Net change in cash and cash equivalents	(845,381)	531,517
Cash and cash equivalents, beginning of year	1,920,652	1,389,135
Cash and Cash Equivalents, End of Year (includes restricted cash of \$2,200 and \$125,469, in 2011 and 2010, respectively)	<u><u>\$ 1,075,271</u></u>	<u><u>\$ 1,920,652</u></u>
Supplemental Disclosure		
Cash paid during the year for interest	<u><u>\$ 142,356</u></u>	<u><u>\$ 97,961</u></u>

The accompanying notes are integral part of these financial statements.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2011 and 2010

1. ORGANIZATION AND PROGRAM

The Integrated Design & Electronics Academy Public Charter School (IDEA) is a not-for-profit corporation chartered effective July 1, 1998, by the District of Columbia Board of Education. The charter is valid for fifteen years. IDEA is based on the JROTC Career Academy model that is career focused and integrates academic and occupational curriculums, increases student career options, and provides a meaningful learning context for both potential drop-outs and college-bound youth.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The accompanying financial statements of IDEA have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities as of the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Cash and Cash Equivalents

IDEA considers all cash in banks and other short-term investments with original maturities of less than 90 days to be cash and cash equivalents. Cash equivalents as of June 30, 2010, consisted of certificates of deposit. There were no cash equivalents as of June 30, 2011.

Accounts Receivable

Accounts receivable are recorded at their net realizable value. IDEA records an allowance for doubtful accounts equal to estimated losses that will be incurred in the collection of receivables. The estimated losses are based on historical collection experience and the review of the current status of existing receivables. Management believes that all receivables were fully collectible as of June 30, 2011 and 2010.

Property and Equipment

Property and equipment valued in excess of \$500, are capitalized and recorded at cost, if purchased or estimated fair market value as of the date of gift, if donated. Depreciation is recorded using the straight-line method over the estimated useful lives of the assets.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2011 and 2010

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Deferred Financing Costs

Deferred financing costs consist of \$67,965, related to a new loan entered into August 2009. The deferred financing costs will be amortized over the life of the debt using the effective interest method upon completion of the building. These costs were capitalized and are not being amortized due to the building being under construction. There were no accumulated amortization costs as of June 30, 2011 and 2010.

Net Assets

Unrestricted net assets are assets and contributions that are not restricted by donors or for which restrictions have expired.

Temporarily restricted net assets are those whose uses by IDEA have been limited by donors primarily for a specific time period or purpose. When a donor restriction is met, temporarily restricted net assets are reclassified to unrestricted net assets. If a donor restriction is met in the same reporting period in which the contribution is received, the contribution (to the extent that the restrictions have been met) is reported as unrestricted net assets.

Permanently restricted net assets are those that are restricted by donors to be maintained by IDEA in perpetuity. There were no temporary or permanently restricted net assets as of June 30, 2011 and 2010.

Restricted and Unrestricted Support and Revenue

Contributions received are recorded as unrestricted, temporarily or permanently restricted support, depending on the existence and/or nature of any donor imposed restrictions. Donor-restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction.

Gifts of cash and other assets are reported as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when some stipulated time restriction ends or purpose of the restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities and change in net assets as net assets released from restrictions.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2011 and 2010

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Revenue Recognition

A substantial portion of IDEA's revenue is derived from the District of Columbia Public School system based on enrollment. The revenue is recognized ratably over the school year. Revenue from other government sources are recognized as earned. Refundable advances represent summer school payments from District of Columbia Public School system made prior to June 30, 2011.

Functional Allocation of Expenses

The costs of providing the various programs and other activities have been summarized on a functional basis in the statements of activities and change in net assets. Accordingly, certain costs have been allocated among the programs and supporting services that benefit from those costs. Management and general expenses include those expenses that are not directly identified with any other specific function but provide for the overall support and direction of IDEA.

Income Taxes

IDEA is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code.

Financial Accounting Standards Board Accounting Standards Codification 740 (FASB ASC Topic 740), *Income Taxes*, provides consistent guidance for the accounting for uncertainty in income taxes recognized in an entity's financial statements and prescribe a threshold of "more likely than not" for recognition of tax positions taken or expected to be taken in a tax return. IDEA performed an evaluation of uncertain tax positions for the year ended June 30, 2011, and determined that there were no matters that would require recognition in the financial statements or which may have any effect on its tax-exempt status. For the year ended June 30, 2011, the statute of limitations for tax years 2006 through 2011 remains open with the U.S. Federal jurisdiction or the various states and local jurisdictions in which IDEA files tax returns. It is IDEA's policy to recognize interest and/or penalties related to uncertain tax positions, if any, in income tax expense.

Subsequent Event Review

IDEA's management has evaluated the accompanying financial statements for subsequent events and transactions through March 1, 2012, the date that these financial statements were available for issue and have determined that no material subsequent events have occurred that would affect the information presented in the accompanying financial statements or require additional disclosure.

Reclassification

Certain reclassifications have been made to 2010 amounts to conform to 2011 presentation.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2011 and 2010

3. RESTRICTED CASH AND CERTIFICATE OF DEPOSITS

The restricted cash balance of \$2,200 and \$125,469, as of June 30, 2011 and 2010, represented unspent proceeds on the construction loan and is restricted for construction costs of the health and wellness center.

4. PROPERTY AND EQUIPMENT

As of June 30, 2011 and 2010, property and equipment consisted of the following:

	2011	2010	Useful Lives
Land	\$ 150,000	\$ 150,000	N/A
Building	847,971	847,971	40 years
Building improvements	3,279,656	3,279,656	5-7 years
Construction in process	3,911,068	784,704	N/A
Furniture and equipment	2,414,750	2,236,954	3-7 years
Total	10,603,445	7,299,285	
Less: accumulated depreciation	3,239,713	2,871,234	
Property and Equipment, Net	\$ 7,363,732	\$ 4,428,051	

Depreciation expense was \$368,479 and \$478,278, for the years ended June 30, 2011 and 2010, respectively. IDEA capitalized \$141,356 and \$89,586, of interest during years ended June 30, 2011 and 2010, respectively and recorded it as construction in process.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2011 and 2010

5. LOAN PAYABLE

In August 2009, IDEA entered into a new loan agreement with a bank for a maximum principal of up to \$8,000,000. This loan was used to repay the DC loan payable and will be used to construct a health and wellness center for IDEA. IDEA drew approximately \$ 739,000 and \$2,300,000, on this loan during years ended June 30, 2011 and 2010, respectively. The loan bears a fixed rate of interest of 5.98%. Interest expense was \$141,356 and \$89,586 for the years ended June 30, 2011 and 2010, respectively. Interest costs have been capitalized to construction in progress. IDEA will make interest only payments through August 15, 2012. Monthly principal and interest payments of \$53,413, will start on September 15, 2012. The loan matures August 2014. There are certain financial covenants related to this loan regarding annual audited financial statements due within 120 days after year end, minimum tangible net worth, debt to worth and debt service coverage ratios. IDEA was not in compliance with the annual financial audit submission date. IDEA received a waiver from the bank for the June 30, 2011, audited financial statements.

On May 1, 2002, IDEA obtained a loan from the District of Columbia (DC) to finance the acquisition, construction, rehabilitation, equipping and furnishing of IDEA's education building located in Washington, DC. In order to enhance the marketability of the Series 2002 Bonds (the Bonds), IDEA requested the Bank to issue to the Trustee the Bank's irrevocable, transferable direct-pay letter of credit to provide payment for and secure the payment of the principal and interest on the Bonds. IDEA incurred \$21,526, in letter of credit fees during the year ended June 30, 2010. IDEA refinanced this loan in August 2009.

6. CONTINGENCIES

Grants and Contracts

IDEA receives financial assistance from Federal government grants and contracts. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit. Any disallowed claims resulting from such audits could become a liability of IDEA. IDEA's administration believes such disallowance, if any, would not be material to the financials as of June 30, 2011 and 2010.

IDEA receives a substantial portion of its revenue from the Government of the District of Columbia. If a significant reduction in this revenue should occur, it may have an effect on IDEA's programs. During the years ended June 30, 2011 and 2010, IDEA earned revenue of \$8,412,150 and \$9,315,930, respectively from the Government of the District of Columbia, which is 99% of the total revenue and support for each of the years ended June 30, 2011 and 2010. These amounts are reflected as per pupil funding and Federal grants in the accompanying statements of activities and change in net assets.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2011 and 2010

7. RETIREMENT PLANS

IDEA has a 403(b) Defined Contribution Retirement Plan (the Plan). An eligible employee may, on a voluntary basis, begin participation in the Plan on the plan entry date following the completion of one year of service. The Plan provides funding in the amount of 2% for employees who did not contribute to the Plan and up to 3% of each eligible employee's annual salary for employees who contribute to the Plan. IDEA's contribution under the Plan for the years ended June 30, 2011 and 2010, was approximately \$103,000 and \$54,000, respectively. IDEA also has a supplemental 403(b) plan that allows employees to contribute to upon their employment with IDEA. IDEA does not match any contributions made to this supplemental plan.

SUPPLEMENTARY INFORMATION

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Schedule of Vendor Payments over \$25,000 For the Year Ended June 30, 2011

Vendor	Amount	Purpose of Service
ACS Business And Accounting Solutions	\$ 30,438	Accounting Services
ADS	39,264	Security/Fire Alarm Installation/Repair Services
Anago	103,788	Janitorial
Atsite	357,985	Project Mangers For Health And Wellness Center
BK Charter	54,805	Transportation
Blankingship and Keith	53,047	Special Education Legal Team
Law Office Of Padgett Squire	69,935	Special Education Legal Team
Coakley Williams	1,818,431	Construction Company On Health And Wellness Project
Conaboy And Assoicates	39,125	Special Education Providers
DCWASA Dept. of Engineering & Tech Services	27,305	Water Utility
James E Griffith	62,500	Project Consultant
Mental Health Resources	45,586	Special Education Providers
Metropolitan Area Communication Services	50,745	Special Education Providers
Performance Food Group	43,156	Food Service Vendor
Wright Educational Consultant Group	31,550	Educational Coaching
	<u>\$ 2,827,660</u>	

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Supplemental Schedule of Functional Expenses

For the Year Ended June 30, 2011, with Comparative Totals for 2010

	2011				2010
	Educational Programs	General and Administrative	Fundraising	Total	Total
SALARIES, TAXES AND BENEFITS					
Salaries	\$ 4,376,636	566,673	\$ 148,199	\$ 5,091,508	\$ 4,962,067
Employee benefits	297,886	39,805	10,410	348,101	254,994
Payroll taxes and fees	356,561	47,645	12,460	416,666	427,706
Total salaries, taxes and benefits	<u>5,031,083</u>	<u>654,123</u>	<u>171,069</u>	<u>5,856,275</u>	<u>5,644,767</u>
DIRECT STUDENT COSTS					
Supplies and materials	292,543	-	-	292,543	124,392
Staff development costs	77,173	-	-	77,173	45,031
Transportation	83,164	-	-	83,164	55,358
Contracted instruction fees	457,299	-	-	457,299	741,362
Student assessments	1,924	-	-	1,924	8,106
Scholarships and awards	56,274	-	-	56,274	90,155
Food services	106,642	-	-	106,642	103,439
Other student costs	293,196	-	-	293,196	284,495
Total direct student costs	<u>1,368,215</u>	<u>-</u>	<u>-</u>	<u>1,368,215</u>	<u>1,452,338</u>
OCCUPANCY EXPENSES					
Interest expense	860	110	30	1,000	127,737
Utilities	138,704	18,534	4,847	162,085	180,524
Contracted building services	103,364	13,812	3,612	120,788	168,410
Maintenance and repairs	86,500	11,559	3,023	101,082	142,014
Depreciation	164,085	21,334	5,579	190,998	190,397
Other occupancy expense	98	13	3	114	2,120
Total occupancy expenses	<u>493,611</u>	<u>65,362</u>	<u>17,094</u>	<u>576,067</u>	<u>811,202</u>
OFFICE EXPENSES					
Office supplies and materials	52,469	7,011	1,834	61,314	88,031
Office equipment rental/maintenance	60,152	8,038	2,102	70,292	84,553
Depreciation	2,376	309	81	2,766	4,565
Advertising	4,710	629	165	5,504	4,537
Telecommunications	18,723	2,502	654	21,879	37,634
Professional fees	42,358	5,660	1,480	49,498	52,869
Printing and publications	1,595	213	56	1,864	9,196
Postage and shipping	8,112	1,084	283	9,479	14,756
Other	2,399	321	84	2,804	3,778
Total office expenses	<u>192,894</u>	<u>25,767</u>	<u>6,739</u>	<u>225,400</u>	<u>299,919</u>
GENERAL EXPENSES					
Insurance	84,196	11,251	2,942	98,389	91,362
Licenses and permits	1,455	194	51	1,700	2,694
Bank fees	3,381	452	118	3,951	30,293
DC PCSB administration fee	26,469	3,537	925	30,931	35,548
Depreciation	150,096	19,515	5,104	174,715	283,315
Other general expense	92,493	51,681	3,232	147,406	66,518
Total general expenses	<u>358,090</u>	<u>86,630</u>	<u>12,372</u>	<u>457,092</u>	<u>509,730</u>
Total Expenses	<u>\$ 7,443,893</u>	<u>\$ 831,882</u>	<u>\$ 207,274</u>	<u>\$ 8,483,049</u>	<u>\$ 8,717,956</u>

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Supplemental Schedule of Functional Expenses For the Year Ended June 30, 2010

	2010			
	Educational Programs	General and Administrative	Fundraising	Total
SALARIES, TAXES AND BENEFITS				
Salaries	\$ 4,313,671	\$ 545,343	\$ 103,053	\$ 4,962,067
Employee benefits	221,674	28,024	5,296	254,994
Payroll taxes and fees	371,817	47,006	8,883	427,706
Total salaries, taxes and benefits	4,907,162	620,373	117,232	5,644,767
DIRECT STUDENT COSTS				
Supplies and materials	124,392	-	-	124,392
Staff development costs	45,031	-	-	45,031
Transportation	55,358	-	-	55,358
Contracted instruction fees	741,362	-	-	741,362
Student assessments	8,106	-	-	8,106
Scholarships and awards	90,155	-	-	90,155
Food services	103,439	-	-	103,439
Other student costs	284,495	-	-	284,495
Total direct student costs	1,452,338	-	-	1,452,338
OCCUPANCY EXPENSES				
Interest expense	111,131	14,051	2,555	127,737
Utilities	156,935	19,840	3,749	180,524
Contracted building services	146,403	18,509	3,498	168,410
Maintenance and repairs	123,457	15,608	2,949	142,014
Depreciation	165,645	20,944	3,808	190,397
Other occupancy expense	1,843	233	44	2,120
Total occupancy expenses	705,414	89,185	16,603	811,202
OFFICE EXPENSES				
Office supplies and materials	76,528	9,675	1,828	88,031
Office equipment rental/maintenance	73,504	9,293	1,756	84,553
Depreciation	3,972	502	91	4,565
Advertising	3,944	499	94	4,537
Telecommunications	32,716	4,136	782	37,634
Professional fees	45,961	5,810	1,098	52,869
Printing and publications	7,994	1,011	191	9,196
Postage and shipping	12,828	1,622	306	14,756
Other	3,285	415	78	3,778
Total office expenses	260,732	32,963	6,224	299,919
GENERAL EXPENSES				
Insurance	79,424	10,041	1,897	91,362
Licenses and permits	2,342	296	56	2,694
Bank fees	26,335	3,329	629	30,293
DC PCSB administration fee	30,903	3,907	738	35,548
Depreciation	246,484	31,165	5,666	283,315
Other general expense	58,479	6,761	1,278	66,518
Total general expenses	443,967	55,499	10,264	509,730
Total Expenses	\$ 7,769,613	\$ 798,020	\$ 150,323	\$ 8,717,956



**REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS ON INTERNAL CONTROL
OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

The Board of Trustees
Integrated Design & Electronics Academy Public Charter School, Inc.

We have audited the financial statements of the Integrated Design & Electronics Academy Public Charter School, Inc. (IDEA) as of and for the year ended June 30, 2011, and have issued our report thereon dated March 1, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered IDEA's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of IDEA's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of IDEA's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.



Compliance and Other Matters

As part of obtaining reasonable assurance about whether IDEA's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of management, the Board of Trustees, Federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Washington, DC
March 1, 2012

SB & Company, LLC



**REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS ON COMPLIANCE
WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL
EFFECT ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL
OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133**

The Board of Trustees
Integrated Design & Electronics Academy Public Charter School, Inc.

Compliance

We have audited the compliance of the Integrated Design & Electronics Academy Public Charter School, Inc. (IDEA), with the types of compliance requirements described in the (OMB) Circular A-133, *Compliance Supplement* that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2011. IDEA's major Federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major Federal programs is the responsibility of IDEA's management. Our responsibility is to express an opinion on IDEA's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about IDEA's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on IDEA's compliance with those requirements.

In our opinion, IDEA complied, in all material respects, with the requirements referred to above that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2011. However, the results of our auditing procedures disclosed an instance of noncompliance with those requirements, which is required to be reported in accordance with OMB Circular A-133 and which is described in the accompanying schedule of findings and questioned costs as item 2011-01.



Internal Control Over Compliance

The management of IDEA is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to Federal programs. In planning and performing our audit, we considered IDEA's internal control over compliance with the requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of IDEA's internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of IDEA's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a Federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance a type of compliance requirement of a Federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, we identified a certain deficiency in internal control over compliance that we consider to be a significant deficiency as described in the accompanying schedule of findings and questioned costs as item 2011-01. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

IDEA's response to the finding identified in our audit is described in the accompanying schedule of findings and questioned costs. We did not audit the IDEA's response and, accordingly, we express no opinion on it.

This report is intended solely for the information of management, the Board of Trustees, Federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Washington, DC
March 1, 2012

SB & Company, LLC

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Schedule of Expenditures of Federal Awards For the Year Ended June 30, 2011

<u>Federal Grantor/Pass-Through Grantor/Program or Cluster Title</u>	<u>Federal CFDA Number</u>	<u>Pass-Through Entity Identifying Number</u>	<u>Federal Expenditures</u>
U.S. Department of Agriculture (USDA)			
Direct Programs			
National School Lunch Program	10.555	n/a	<u>\$ 124,809</u>
U.S. Department of Defense			
Direct Program			
Department of Defense Subsidy	12.910	n/a	<u>105,890</u>
U.S. Department of Education			
<u>Pass-through programs from District of Columbia Public Schools</u>			
Title I, Part A Cluster			
Title I, Grants to Local Educational Agencies	84.010	SG010A	293,344
School Improvement Grant	84.010	SG010A	46,637
Title I, Grants to Local Educational Agencies - ARRA	84.389A	RA389A	35,259
Total Title I, Part A Cluster			<u>375,240</u>
Special Education Grants to States	84.027	SG027	94,306
Charter School Facilities Incentives Grant	84.282	Unknown	7,085
Improving Teacher Quality State Grants	84.367	SG367	78,057
Twenty-First Century Community Learning Centers	84.287C	SG287	578,696
Quality Schools Incentive Grant	PL-110	n/a	50,000
City Build Charter School Incentive Grant	PL 110-5	GD0-CB3-07	683,500
ARRA - State Fiscal Stabilization Fund (SFSF)			
Race to the Top	84.395	SG367A	91,953
Carl Perkins	84.048A	n/a	82,912
Supplemental Facilities	84.282		66,217
Impact Aid	84.041		29,622
The DC Children and Youth Investment			
Trust Corporation (CYITC)	84.unknown		93,812
District Department of the Environment (DDOE)	84.unknown		44,000
Total U.S. Department of Education			<u>2,506,099</u>
U.S. Department of Health and Human Services			
Medicaid	93.793	Unknown	<u>4,967</u>
Total Expenditures of Federal Awards			<u>\$ 2,511,066</u>

The accompanying notes are an integral part of this schedule.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Schedule of Expenditures of Federal Awards For the Year Ended June 30, 2011

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

All Federal grant operations of the Integrated Design & Electronics Academy Public Charter School (IDEA) are included in the scope of the U.S. Office of Management and Budget (OMB) Circular A-133 audit (the Single Audit). The Single Audit was performed in accordance with the provisions of the OMB Circular A-133 Compliance Supplement (the Compliance Supplement). Compliance testing of all requirements, as described in the Compliance Supplement, was performed for the major grant programs noted below. The programs on the Schedule of Expenditures of Federal Awards represent all Federal award programs and other grants with fiscal year 2011 cash or non-cash expenditure activities. For our single audit testing, we tested the below Federal award programs to ensure coverage of at least 50% of Federally granted funds. Our actual coverage was 69%.

Major Program	CFDA No.	Federal Expenditures
Title I, Grants to Local Educational Agencies	84.010	\$ 293,344
School Improvement Grant	84.010	46,637
Title I, Grants to Local Educational Agencies - ARRA	84.389A	35,259
Twenty-First Century Community Learning Centers	84.287C	578,696
ARRA - State Fiscal Stabilization Fund (SFSF)		
Race to the Top	84.395	91,953
City Build Charter School Incentive Grant	PL110-5	683,500
Total		<u>\$ 1,729,389</u>

2. BASIS OF PRESENTATION

The accompanying Schedule of Expenditures of Federal Awards has been accounted for on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Schedule of Findings and Questioned Costs For the Year Ended June 30, 2011

Section I – Summary of Independent Public Accountant’s Results

Financial Statements

Type of report of independent public accountants issued: Unqualified

Internal control over financial reporting:

Material weakness(es) identified? No

Significant deficiency(ies) identified that are not
considered to be material weakness(es)? No

Noncompliance material to financial statements noted? No

Federal Awards

Internal control over major programs:

Material weakness(es) identified? No

Significant deficiency(ies) identified that are not
considered to be material weakness(es)? Yes

Type of report of independent public accountants issued on
compliance for major programs Unqualified

Any audit findings disclosed that are required to be reported
in accordance with section 510(a) of Circular A-133? Yes

Major Program	CFDA No.	Federal Expenditures
Title I, Grants to Local Educational Agencies	84.010	\$ 293,344
School Improvement Grant	84.010	46,637
Title I, Grants to Local Educational Agencies - ARRA	84.389A	35,259
Twenty-First Century Community Learning Centers	84.287C	578,696
ARRA - State Fiscal Stabilization Fund (SFSF)		
Race to the Top	84.395	91,953
City Build Charter School Incentive Grant	PL110-5	683,500
Total		<u>\$ 1,729,389</u>

Threshold used to distinguish between type A and type B
programs \$ 300,000

Auditee qualified as low-risk auditee? No

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Schedule of Findings and Questioned Costs For the Year Ended June 30, 2011

Section II - Financial Statement Findings

None noted.

Section III - Federal Award Findings

Finding 2011-01.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Schedule of Findings and Questioned Costs For the Year Ended June 30, 2011

Reference Number: 2011-01

Program: 84.010 Title I, Grants to Local Educational Agencies
84.389A Title I, Grants to Local Educational Agencies - ARRA
84.395 ARRA - State Fiscal Stabilization Fund (SFSF) – Race to the Top
84.287C Twenty-First Century Community Learning Centers

Type of Finding: Noncompliance, Significant Deficiency

Compliance Requirement(s): Allowable Activities, Payroll and Fringe Benefits

Criteria

OMB Circular A-122 requires that expenses charged to the Federal grants be adequately documented. Charges to awards for salaries and wages, whether treated as direct costs or indirect costs, will be based on documented payrolls approved by a responsible official(s) of the organization. The distribution of salaries and wages to awards must be supported by personnel activity reports, except when a substitute system has been approved in writing by the cognizant agency.

Reports reflecting the distribution of activity of each employee must be maintained for all staff members (professionals and non-professionals) whose compensation is charged, in whole or in part, directly to awards. In addition, in order to support the allocation of indirect costs, such reports must also be maintained for other employees whose work involves two or more functions or activities if a distribution of their compensation between such functions or activities is needed in the determination of the organization's indirect cost rate(s) (e.g., an employee engaged part-time in indirect cost activities and part-time in a direct function). Reports maintained by non-profit organizations to satisfy these requirements must meet the following standards:

- (a) The reports must reflect an after-the-fact determination of the actual activity of each employee. Budget estimates (i.e., estimates determined before the services are performed) do not qualify as support for charges to awards.
- (b) Each report must account for the total activity for which employees are compensated and which is required in fulfillment of their obligations to the organization.
- (c) The reports must be signed by the individual employee, or by a responsible supervisory official having firsthand knowledge of the activities performed by the employee, that the distribution of activity represents a reasonable estimate of the actual work performed by the employee during the periods covered by the reports.
- (d) The reports must be prepared at least monthly and must coincide with one or more pay periods.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Schedule of Findings and Questioned Costs For the Year Ended June 30, 2011

Reference Number: 2011-1 (continued)

- (e) Charges for the salaries and wages of nonprofessional employees, in addition to the supporting documentation described above, must also be supported by records indicating the total number of hours worked each day maintained in conformance with Department of Labor regulations implementing the Fair Labor Standards Act (FLSA) (29 CFR part 516).

Condition

During our testing, we noted that there was inadequate documentation to support the payroll expense for 10-month employees who worked during the summer. There were several instances where the amount charged to the Federal grants was greater than the hours approved per the time and effort report. There was also one instance where an employee was charged to a Federal grant, but there was no time and effort reporting to support the expenditures.

Cause

IDEA does not have adequate controls in place for the approval of time and effort reporting, with reconciliations to approved personnel records.

Effect

The amounts reimbursed under the Federal grants are unallowable costs.

Recommendation

We recommend that IDEA perform a detail review of time and effort reporting that would provide supporting documentation for salary costs charged to Federal grants. Additionally, IDEA should review of personnel records its personnel records to ensure employees are compensated using recent approved rates.

Questioned costs

\$7,489

Corrective Action Plan

We will ensure all time and effort reports are reconciled with the payroll reports. Additionally, we will maintain appropriate documentation for employees who are compensated for additional duties performed above and beyond the salary listed on their initial offer letters.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Schedule of Prior Year Findings and Questioned Costs For the Year Ended June 30, 2011

Reference Number: 2010-1

Program: All

Type of Finding: Significant Deficiency

Criteria

The Internal Control – Integrated Framework (COSO) requires effective internal controls to ensure that financial transactions are properly recorded and accounted for to permit the preparation of reliable financial statements.

Condition

During the audit process, we noted all reconciliations for the year-end had not been completed. The lack of these reconciliations resulted in unaccrued revenue and receivables as of June 30, 2010. Upon completion of the reconciliations, there were adjustments in excess of \$400,000 to properly accrue Federal receivables and revenue.

Cause

The financial close process was not complete upon start of the audit, thus delaying the audit completion.

Effect

Late submission of audited statements to the D.C. Charter Board.

Recommendation

We recommend management ensure the closing process is complete prior to the start of the audit. The closing process should ensure all grant billings are recorded in the proper period, grant expenditures are properly posted, the schedule of Federal expenditures are properly posted, and the schedule of Federal expenditures are reconciled to the financial statements.

Questioned Costs

None

Management's Corrective Action Plan

We now have the necessary documents from the overseeing agency to fulfill the federal financial reporting requirements. We will proceed with our established process that was previously in place. This process ensures the following: all grant billings are recorded in the proper period, grant expenditures are properly posted, the schedule of Federal expenditures are properly posted, and the schedule of Federal expenditures are reconciled to the financial statements.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Schedule of Prior Year Findings and Questioned Costs For the Year Ended June 30, 2011

Management's Corrective Action Plan (continued)

1. City Build Grant: \$200,000

On, September 10, 2008, OSSE awarded IDEA PCS a City Build Initiative Grant (GDO-CB3-07) in the amount of \$990,000, for the spending period of August 15, 2008, through September 30, 2010, for the construction of its health and wellness center. IDEA PCS utilized the first year of the spending period to complete its feasibility study and to leverage the additional funds needed for the construction project. OSSE noted that the grant amount of \$990,000, is too much to spend from local funds and await reimbursement. So, as IDEA PCS began to incur project costs in the second year of the spending period, OSSE instructed IDEA PCS to request a draw of \$200,000, for start up costs in October 2009. OSSE instructed IDEA PCS to attribute this \$200,000, up front draw to the final \$200,000, in the City Build spending plan, which is for weight equipment. OSSE instructed IDEA PCS to use the \$200,000, to pay initial bills, provide those bills in reimbursement requests, and continue to spend the \$990,000. OSSE further instructed IDEA PCS to wait until the end of the project to provide documentation for the \$200,000, with the final project bills. The expected project completion is Summer 2011.

2. Remainder of Funds in Question

The fiscal year began on July 1, 2009. OSSE did not provide reporting workbooks for the fiscal year until November 2009. So, IDEA PCS provided reports and reimbursement requests for July through November 2009 in December 2009. IDEA continued to provide reports and reimbursement requests during the early part of 2010, but it did not receive any reimbursements. In Spring 2010, OSSE contacted IDEA PCS to indicate that the reports and reimbursement requests did not match the Consolidated Application for IDEA PCS. With a great deal of back and forth, IDEA PCS discovered that OSSE was not referring to the correct, approved Consolidated Application for IDEA PCS. OSSE instructed IDEA PCS to stop providing reports and reimbursement requests until they could locate the correct information. Finally, during Summer 2010, after the end of the fiscal year, OSSE was ready to begin processing the reports and reimbursement requests. However, they had started to disallow costs because they were using the incorrect Consolidated Application. So, OSSE instructed IDEA PCS to create a mosaic of reports and reimbursement requests for different spending periods and costs, many of which already had been submitted. IDEA PCS indicated the problems that causes to audit processes, but OSSE insisted. So IDEA PCS completed these additional reports in September 2010. Consequently, there are a number of costs reported twice, and there are a number of disallowed costs that later were allowed. Also, the final reports for July 2009 through June 2010, were submitted in September 2010 rather than July 2010.

Current Year Status

There were no issues noted during the 2011 audit.

**INTEGRATED DESIGN & ELECTRONICS
ACADEMY PUBLIC CHARTER SCHOOL**

**Financial Statements and Supplemental Schedules
Together with Reports of Independent Public Accountants**

For the Years Ended June 30, 2012 and 2011



JUNE 30, 2012 AND 2011

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REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS

Board of Trustees

Integrated Design & Electronics Academy Public Charter School

We have audited the accompanying statements of financial position of the Integrated Design & Electronics Academy Public Charter School (IDEA) as of June 30, 2012 and 2011, and the related statements of activities and change in net assets, and cash flows for the years then ended. These financial statements are the responsibility of IDEA's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America; and the auditing standards established pursuant to the District of Columbia School Reform Act, Public law No. 104-134, 110 Stat. 1321-121, 2204(B)(ii)(B)(ix)(1996); D.C. Official Code 38-1802.04(ii)(B)(2001, as amended). Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of IDEA as of June 30, 2012 and 2011, and the change in its net assets and its cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated November 30, 2012, on our consideration of IDEA's internal control over financial reporting and our tests of its compliance with laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.



Our audits were conducted for the purpose of forming an opinion on the basic financial statements as a whole. The accompanying supplemental schedule of expenditures of Federal awards is presented for purposes of additional analysis as required by the *U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements. Such information is the responsibility of management. The information has been subjected to the auditing procedures applied in the audits of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects in relation to the basic financial statements as a whole.

SB & Company, LLC

Washington, DC
November 30, 2012

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Statements of Financial Position As of June 30, 2012 and 2011

	2012	2011
ASSETS		
Current Assets		
Cash and cash equivalents	\$ 1,054,762	\$ 1,073,071
Restricted cash	2,200	2,200
Accounts receivable	368,905	383,894
Prepaid expenses	5,394	5,887
Total Current Assets	1,431,261	1,465,052
Property and equipment, net	11,832,244	7,363,732
Deferred financing loan costs, net	67,965	67,965
Total Assets	\$ 13,331,470	\$ 8,896,749
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable	\$ 247,894	\$ 388,040
Accrued payroll and benefits	465,555	378,709
Refundable advances	128,104	175,262
Total Current Liabilities	841,553	942,011
Long-term Liabilities		
Retainages payable	10,000	323,481
Loan payable	7,956,857	3,010,230
Total Liabilities	8,808,410	4,275,722
Net Assets		
Unrestricted	4,523,060	4,621,027
Total Liabilities and Net Assets	\$ 13,331,470	\$ 8,896,749

The accompanying notes are an integral part of these financial statements.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Statements of Activities and Change in Net Assets For the Years Ended June 30, 2012 and 2011

	<u>2012</u>	<u>2011</u>
UNRESTRICTED NET ASSETS		
Revenue and Support		
Per pupil funding	\$ 6,206,309	\$ 5,879,463
Federal grants	1,811,884	2,532,687
Contributions and other grants	252,396	59,293
Interest	2,463	10,206
Miscellaneous	13,292	27,688
Total Revenue and Support	<u>8,286,344</u>	<u>8,509,337</u>
Expenses		
Program	7,363,944	7,443,893
Management and general	906,879	831,882
Fundraising	113,488	207,274
Total Expenses	<u>8,384,311</u>	<u>8,483,049</u>
Change in net assets	(97,967)	26,288
Net assets, beginning of year	4,621,027	4,594,739
Net Assets, End of Year	<u><u>\$ 4,523,060</u></u>	<u><u>\$ 4,621,027</u></u>

The accompanying notes are an integral part of these financial statements.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Statements of Cash Flows

For the Years Ended June 30, 2012 and 2011

	2012	2011
Cash Flows from Operating Activities		
Change in net assets	\$ (97,967)	\$ 26,288
Adjustments to reconcile change in net assets to net cash from operating activities:		
Depreciation and amortization	286,607	368,479
Loss on disposal of assets	18	-
Effect of changes in non-cash operating assets and liabilities:		
Accounts receivable	14,989	481,971
Prepaid expenses	493	23,417
Accounts payable	(140,146)	212,535
Accrued payroll and benefits	86,846	229,080
Retainages payable	(313,481)	323,481
Refundable advances	(47,158)	54,499
Net Cash from Operating Activities	(209,799)	1,719,750
Cash Flows from Investing Activities		
Proceeds from sale of investments	-	209,670
Proceeds from sale of property and equipment	59,712	-
Payments for purchases of property and equipment	(4,814,849)	(3,304,160)
Net Cash from Investing Activities	(4,755,137)	(3,094,490)
Cash Flows from Financing Activities		
Proceeds from loan payable	4,946,627	739,029
Net change in cash and cash equivalents	(18,309)	(635,711)
Cash and cash equivalents, beginning of year	1,075,271	1,710,982
Cash and Cash Equivalents, End of Year (includes restricted cash of \$2,200, in 2012 and 2011)	\$ 1,056,962	\$ 1,075,271
Supplemental Disclosure		
Cash paid during the year for interest	\$ 356,564	\$ 142,356

The accompanying notes are integral part of these financial statements.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2012 and 2011

1. ORGANIZATION AND PROGRAM

The Integrated Design & Electronics Academy Public Charter School (IDEA) is a not-for-profit corporation chartered effective July 1, 1998, by the District of Columbia Public Charter School Board (the Board). The charter is valid for fifteen years. The charter expires on June 30, 2013, and can be renewed. The School is currently in the process of obtaining an extension on this agreement which is due in February 2013, and is not aware of any reasons the extension would not be granted; however, there is no guarantee the agreement will be renewed. The Board has the authority to revoke the charter for violations of applicable laws and conditions, terms and procedures set forth in the charter. IDEA's charter provides for enrollment of students in the seventh through twelfth grade. Under the provisions of the contract, the District of Columbia is to make annual payments to the School for services provided to the students based on the number of students attending the School each year.

IDEA is based on the JROTC Career Academy model that is career focused and integrates academic and occupational curriculums, increases student career options, and provides a meaningful learning context for both potential drop-outs and college-bound youth.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The accompanying financial statements of IDEA have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities as of the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Cash, Cash Equivalents and Restricted Cash

IDEA considers all cash in banks and other short-term investments with original maturities of less than 90 days to be cash and cash equivalents. Cash equivalents as of June 30, 2011, consisted of certificates of deposit. There were no cash equivalents as of June 30, 2012.

Accounts Receivable

Accounts receivable are recorded at their net realizable value. IDEA records an allowance for doubtful accounts equal to estimated losses that will be incurred in the collection of receivables. The estimated losses are based on historical collection experience and the review of the current status of existing receivables. Management believes that all receivables were fully collectible as of June 30, 2012 and 2011.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2012 and 2011

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Property and Equipment

Property and equipment valued in excess of \$500, are capitalized and recorded at cost, if purchased or estimated fair market value as of the date of gift, if donated. Depreciation is recorded using the straight-line method over the estimated useful lives of the assets.

Deferred Financing Costs

Deferred financing costs consist of \$67,965, related to a loan entered into in August 2009. The deferred financing costs will be amortized over the life of the debt using the effective interest method upon completion of the building. These costs were capitalized and are not being amortized due to the building being under construction. There were no accumulated amortization costs as of June 30, 2012 and 2011.

Net Assets

Unrestricted net assets are assets and contributions that are not restricted by donors or for which restrictions have expired.

Temporarily restricted net assets are those whose uses by IDEA have been limited by donors primarily for a specific time period or purpose. When a donor restriction is met, temporarily restricted net assets are reclassified to unrestricted net assets. If a donor restriction is met in the same reporting period in which the contribution is received, the contribution (to the extent that the restrictions have been met) is reported as unrestricted net assets.

Permanently restricted net assets are those that are restricted by donors to be maintained by IDEA in perpetuity. There were no temporarily or permanently restricted net assets as of June 30, 2012 and 2011.

Restricted and Unrestricted Support and Revenue

Contributions received are recorded as unrestricted, temporarily or permanently restricted support, depending on the existence and/or nature of any donor imposed restrictions. Donor-restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction.

Gifts of cash and other assets are reported as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when some stipulated time restriction ends or purpose of the restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities and change in net assets as net assets released from restrictions.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2012 and 2011

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Gifts of cash and other assets are reported as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when some stipulated time restriction ends or purpose of the restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities and change in net assets as net assets released from restrictions.

Revenue Recognition

A substantial portion of IDEA's revenue is derived from the District of Columbia based on enrollment. The revenue is recognized ratably over the school year. Revenue from other government sources are recognized as earned. Refundable advances represent summer school payments from the District of Columbia made prior to June 30.

Functional Allocation of Expenses

The costs of providing the various programs and other activities have been summarized on a functional basis in the statements of activities and change in net assets. Accordingly, certain costs have been allocated among the programs and supporting services that benefit from those costs. Management and general expenses include those expenses that are not directly identified with any other specific function but provide for the overall support and direction of IDEA.

Income Taxes

IDEA is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code.

Accounting principles generally accepted in the United States of America provide consistent guidance for the accounting for uncertainty in income taxes recognized in an entity's financial statements and prescribe a threshold of "more likely than not" for recognition of tax positions taken or expected to be taken in a tax return. IDEA performed an evaluation of uncertain tax positions for the year ended June 30, 2012, and determined that there were no matters that would require recognition in the financial statements or which may have any effect on its tax-exempt status. For the year ended June 30, 2012, the statute of limitations for tax years 2007 through 2011 remains open with the U.S. Federal jurisdiction or the various states and local jurisdictions in which IDEA files tax returns. It is IDEA's policy to recognize interest and/or penalties related to uncertain tax positions, if any, in income tax expense.

Subsequent Event Review

IDEA's management has evaluated the accompanying financial statements for subsequent events and transactions through November 30, 2012, the date that these financial statements were available for issue and have determined that no material subsequent events have occurred that would affect the information presented in the accompanying financial statements or require additional disclosure.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2012 and 2011

3. RESTRICTED CASH

The restricted cash balance of \$2,200 as of June 30, 2012 and 2011, represented unspent proceeds on the construction loan and is restricted for construction costs of the health and wellness center.

4. PROPERTY AND EQUIPMENT

As of June 30, 2012 and 2011, property and equipment consisted of the following:

	2012	2011	Useful Lives
Land	\$ 150,000	\$ 150,000	N/A
Building	834,250	847,971	40 years
Building improvements	3,279,656	3,279,656	5-7 years
Construction in process	8,678,846	3,911,068	N/A
Furniture and equipment	2,415,830	2,414,750	3-7 years
Total	15,358,582	10,603,445	
Less: accumulated depreciation	3,526,338	3,239,713	
Property and Equipment, Net	\$ 11,832,244	\$ 7,363,732	

Depreciation expense was \$286,625 and \$368,479, for the years ended June 30, 2012 and 2011, respectively. IDEA capitalized \$356,564 and \$141,356, of interest during the years ended June 30, 2012 and 2011, respectively and recorded it as construction in process. The health and wellness center opened in August 2012. All costs through June 30, 2012, are recorded as construction in process.

5. LOAN PAYABLE

In August 2009, IDEA entered into a loan agreement with a bank for a maximum principal of up to \$8,000,000. This loan was used to repay the DC loan payable and will be used to construct a health and wellness center for IDEA. IDEA drew approximately \$ 4,947,000, and \$739,000, on this loan during the years ended June 30, 2012, and 2011, respectively. The loan bears a fixed rate of interest of 5.98%. Interest expense was \$356,564 and \$141,356 for the years ended June 30, 2012, and 2011, respectively. Interest costs have been capitalized to construction in process. IDEA will make interest only payments through August 15, 2013. Monthly principal and interest payments of \$53,832, will start on September 15, 2013. The loan matures August 2015. There are certain financial covenants related to this loan regarding annual audited financial statements due within 120 days after year end, minimum tangible net worth, debt to worth and debt service coverage ratios. IDEA was not in compliance with the annual financial statements submission and the debt service coverage ratio as of and for the year ended June 30, 2012. IDEA received a waiver from the bank for these violations.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2012 and 2011

5. LOAN PAYABLE (continued)

The future minimum payments on the loan payable as of June 30, 2012, were as follows:

Fiscal Years Ending	Amount
June 30,	
2013	\$ -
2014	484,486
2015	7,472,371
Total	\$ 7,956,857

6. CONTINGENCIES

Grants and Contracts

IDEA receives financial assistance from Federal government grants and contracts. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit. Any disallowed claims resulting from such audits could become a liability of IDEA. IDEA's administration believes such disallowance, if any, would not be material to the financials as of June 30, 2012 and 2011.

IDEA receives a substantial portion of its revenue from the Government of the District of Columbia. If a significant reduction in this revenue should occur, it may have an effect on IDEA's programs. During the years ended June 30, 2012 and 2011, IDEA earned revenue of \$8,018,193 and \$8,412,150, respectively from the Government of the District of Columbia, which is 97% and 99% of the total revenue and support for the years ended June 30, 2012 and 2011, respectively. These amounts are reflected as per pupil funding and Federal grants in the accompanying statements of activities and change in net assets.

7. RETIREMENT PLANS

IDEA has a 403(b) Defined Contribution Retirement Plan (the Plan). An eligible employee may, on a voluntary basis, begin participation in the Plan on the plan entry date following the completion of one year of service. The Plan provides funding in the amount of 2% for employees who did not contribute to the Plan and up to 3% of each eligible employee's annual salary for employees who contribute to the Plan. IDEA's contribution under the Plan for the years ended June 30, 2012, and 2011, was approximately \$60,000, and \$103,000, respectively. IDEA also has a supplemental 403(b) plan that allows employees to contribute to upon their employment with IDEA. IDEA does not match any contributions made to this supplemental plan.

SINGLE AUDIT



**REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS ON INTERNAL CONTROL
OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

The Board of Trustees
Integrated Design & Electronics Academy Public Charter School

We have audited the financial statements of the Integrated Design & Electronics Academy Public Charter School (IDEA) as of and for the year ended June 30, 2012, and have issued our report thereon dated November 30, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered IDEA's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of IDEA's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of IDEA's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.



Compliance and Other Matters

As part of obtaining reasonable assurance about whether IDEA's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of management, the Board of Trustees, Federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Washington, DC
November 30, 2012



**REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS ON COMPLIANCE
WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL
EFFECT ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL
OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133**

The Board of Trustees
Integrated Design & Electronics Academy Public Charter School

Compliance

We have audited the compliance of the Integrated Design & Electronics Academy Public Charter School (IDEA), with the types of compliance requirements described in the (OMB) Circular A-133, *Compliance Supplement* that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2012. IDEA's major Federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major Federal programs is the responsibility of IDEA's management. Our responsibility is to express an opinion on IDEA's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about IDEA's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on IDEA's compliance with those requirements.

In our opinion, IDEA complied, in all material respects, with the requirements referred to above that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2012. However, the results of our auditing procedures disclosed instances of noncompliance with those requirements, which is required to be reported in accordance with OMB Circular A-133 and which is described in the accompanying schedule of findings and questioned costs as items 2012-01 and 2012-02.



Internal Control Over Compliance

The management of IDEA is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to Federal programs. In planning and performing our audit, we considered IDEA's internal control over compliance with the requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of IDEA's internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of IDEA's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a Federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance a type of compliance requirement of a Federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, we identified a certain deficiencies in internal control over compliance that we consider to be significant deficiencies as described in the accompanying schedule of findings and questioned costs as items 2012-01 and 2012-02. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

IDEA's response to the findings identified in our audit is described in the accompanying schedule of findings and questioned costs. We did not audit the IDEA's response and, accordingly, we express no opinion on it.

This report is intended solely for the information of management, the Board of Trustees, Federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

SB & Company, LLC

Washington, DC
November 30, 2012

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Schedule of Expenditures of Federal Awards For the Year Ended June 30, 2012

<u>Federal Grantor/Pass-Through Grantor/Program or Cluster Title</u>	<u>Federal CFDA Number</u>	<u>Pass-Through Entity Identifying Number</u>	<u>Federal Expenditures</u>
U.S. Department of Agriculture			
National School Lunch Program	10.555	n/a	<u>\$ 113,252</u>
U.S. Department of Defense			
Direct Program			
Department of Defense Subsidy	12.910	n/a	<u>137,951</u>
U.S. Department of Education			
Pass-through programs from District of Columbia			
Title I, Part A Cluster			
Title I, Grants to Local Educational Agencies	84.010	SG010A	482,438
School Improvement Grant	84.010	SG010A	<u>98,537</u>
Total Title I, Part A Cluster			<u>580,975</u>
Special Education Grants to States	84.027	SG027	74,159
Improving Teacher Quality State Grants	84.367	SG367	122,012
Teacher Compensation Grant	84.unknown	n/a	69,500
ARRA - State Fiscal Stabilization Fund - Race to the Top	84.395	n/a	91,503
ARRA - State Fiscal Stabilization Fund - Race to the Top			
Instructional Improvement System Grant	84.395A	n/a	287,948
ARRA - State Fiscal Stabilization Fund - Education Jobs	84.410A	n/a	119,203
Supplemental Facilities Grant	84.282	n/a	70,203
Carl Perkins	84.048A	n/a	87,407
Impact Aid	84.041	n/a	26,113
Total pass-through programs from District of Columbia			<u>1,529,023</u>
Pass-through programs from Friendship Public Charter School			
ARRA - State Fiscal Stabilization Fund - Race to the Top			
Instructional Improvement System Grant	84.395A	n/a	20,000
Total U.S. Department of Education			<u>1,549,023</u>
U.S. Department of Health and Human Services			
Medicaid	93.793	n/a	<u>11,658</u>
Total Expenditures of Federal Awards			<u><u>\$ 1,811,884</u></u>

The accompanying notes are an integral part of this schedule.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Schedule of Expenditures of Federal Awards For the Year Ended June 30, 2012

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

All Federal grant operations of the Integrated Design & Electronics Academy Public Charter School (IDEA) are included in the scope of the U.S. Office of Management and Budget (OMB) Circular A-133 audit (the Single Audit). The Single Audit was performed in accordance with the provisions of the OMB Circular A-133 Compliance Supplement (the Compliance Supplement). Compliance testing of all requirements, as described in the Compliance Supplement, was performed for the major grant programs noted below. The programs on the schedule of expenditures of Federal awards represent all Federal award programs and other grants with fiscal year 2012 cash or non-cash expenditure activities. For our single audit testing, we tested the below Federal award programs to ensure coverage of at least 50% of Federally granted funds. Our actual coverage was 61%.

Major Program	CFDA No.	Federal Expenditures
Title I, Grants to Local Educational Agencies	84.010	\$ 482,438
School Improvement Grant	84.010	98,537
ARRA - State Fiscal Stabilization Fund - Race to the Top	84.395	91,503
ARRA - State Fiscal Stabilization Fund - Race to the Top Instructional Improvement System Grant	84.395A	307,948
ARRA - State Fiscal Stabilization Fund - Education Jobs	84.410A	119,203
Total		<u>\$ 1,099,629</u>

2. BASIS OF PRESENTATION

The accompanying schedule of expenditures of Federal awards has been accounted for on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

3. SUBRECIPIENTS

Of the Federal expenditures presented in the schedule of expenditures of Federal awards for the ARRA - State Fiscal Stabilization Fund (SFSF) – Race to the Top Instructional Improvement System Grant, approximately \$223,000, was granted to subrecipients as follows:

Program Title	Federal CFDA Number	Subrecipient	Subrecipient Awards
U.S. Department of Education			
Pass-through programs from District of Columbia			
ARRA - State Fiscal Stabilization Fund - Race to the Top			
Instructional Improvement System Grant	84.395A	Community Academy Public Charter School	\$ 20,927
	84.395A	Friendship Public Charter School	94,929
	84.395A	Maya Angelou Public Charter School	40,137
	84.395A	Meridan Public Charter School	22,555
	84.395A	Perry Street Prep Public Charter School	44,500
Total Federal awards to subrecipients			<u>\$ 223,048</u>

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Schedule of Findings and Questioned Costs For the Year Ended June 30, 2012

Section I – Summary of Independent Public Accountant’s Results

Financial Statements

Type of report of independent public accountants issued: Unqualified

Internal control over financial reporting:

Material weakness(es) identified? No

Significant deficiency(ies) identified that are not considered to be material weakness(es)? No

Noncompliance material to financial statements noted? No

Federal Awards

Internal control over major programs:

Material weakness(es) identified? No

Significant deficiency(ies) identified that are not considered to be material weakness(es)? Yes

Type of report of independent public accountants issued on compliance for major programs Unqualified

Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133? Yes

Major Program	CFDA No.	Federal Expenditures
Title I, Grants to Local Educational Agencies	84.010	\$ 482,438
School Improvement Grant	84.010	98,537
ARRA - State Fiscal Stabilization Fund - Race to the Top	84.395	91,503
ARRA - State Fiscal Stabilization Fund - Race to the Top Instructional Improvement System Grant	84.395A	307,948
ARRA - State Fiscal Stabilization Fund - Education Jobs	84.410A	119,203
Total		<u>\$ 1,099,629</u>
Threshold used to distinguish between type A and type B programs		\$ 300,000
Auditee qualified as low-risk auditee?		No

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

**Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2012**

Section II - Financial Statement Findings

None noted.

Section III - Federal Award Findings

Findings 2012-01 and 2012-02.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Schedule of Findings and Questioned Costs For the Year Ended June 30, 2012

Reference Number: 2012-01

Program: 84.010 Title I, Grants to Local Educational Agencies
84.395 ARRA - State Fiscal Stabilization Fund (SFSF) – Race to the Top
84.395A ARRA - State Fiscal Stabilization Fund (SFSF) – Race to the Top
Instructional Improvement System Grant

Type of Finding: Noncompliance, Significant Deficiency

Compliance Requirement(s): Allowable Activities, Payroll and Fringe Benefits

Criteria

OMB Circular A-122 requires that expenses charged to the Federal grants be adequately documented. Charges to awards for salaries and wages, whether treated as direct costs or indirect costs, will be based on documented payrolls approved by a responsible official(s) of the organization. The distribution of salaries and wages to awards must be supported by personnel activity reports, except when a substitute system has been approved in writing by the cognizant agency.

Reports reflecting the distribution of activity of each employee must be maintained for all staff members (professionals and non-professionals) whose compensation is charged, in whole or in part, directly to awards. In addition, in order to support the allocation of indirect costs, such reports must also be maintained for other employees whose work involves two or more functions or activities if a distribution of their compensation between such functions or activities is needed in the determination of the organization's indirect cost rate(s) (e.g., an employee engaged part-time in indirect cost activities and part-time in a direct function). Reports maintained by non-profit organizations to satisfy these requirements must meet the following standards:

- (a) The reports must reflect an after-the-fact determination of the actual activity of each employee. Budget estimates (i.e., estimates determined before the services are performed) do not qualify as support for charges to awards.
- (b) Each report must account for the total activity for which employees are compensated and which is required in fulfillment of their obligations to the organization.
- (c) The reports must be signed by the individual employee, or by a responsible supervisory official having firsthand knowledge of the activities performed by the employee, that the distribution of activity represents a reasonable estimate of the actual work performed by the employee during the periods covered by the reports.
- (d) The reports must be prepared at least monthly and must coincide with one or more pay periods.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Schedule of Findings and Questioned Costs For the Year Ended June 30, 2012

Reference Number: 2012-01 (continued)

- (e) Charges for the salaries and wages of nonprofessional employees, in addition to the supporting documentation described above, must also be supported by records indicating the total number of hours worked each day maintained in conformance with Department of Labor regulations implementing the Fair Labor Standards Act (FLSA) (29 CFR part 516).

Condition

During our testing, we noted that IDEA did not complete time and effort reporting for employees who worked on the grants. There were also bonuses given to teachers with student improvement grant monies, where time and effort reporting signatures were not obtained.

Cause

IDEA does not have adequate controls in place for the approval of time and effort reporting.

Effect

The amounts reimbursed under the Federal grants may be unallowable costs.

Recommendation

We recommend that IDEA perform time and effort reporting that would provide supporting documentation for salary costs charged to Federal grants.

Questioned costs

The amount of costs is undeterminable.

Corrective Action Plan

Starting in FY13, the school's grants reimbursement submissions and grant compliance responsibilities will both be done by the same person. Previously these duties were split between the Director of Development and the Business Manager. The school will ensure that all federal compliance requirements related to its various grants are implemented.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Schedule of Findings and Questioned Costs For the Year Ended June 30, 2012

Reference Number: 2012-02

Program: 84.395A ARRA - State Fiscal Stabilization Fund (SFSF) – Race to the Top
Instructional Improvement System Grant

Type of Finding: Noncompliance, Significant Deficiency

Compliance Requirement(s): Activities Allowed & Allowable Costs, Reporting, Subrecipient Monitoring

Criteria

OMB Circular A-122 requires that expenses charged to the Federal grants be adequately documented. Charges to awards for salaries and wages, whether treated as direct costs or indirect costs, will be based on documented payrolls approved by a responsible official(s) of the organization. The distribution of salaries and wages to awards must be supported by personnel activity reports, except when a substitute system has been approved in writing by the cognizant agency.

Per 31 USC 7502(f)(2)(B) states each pass through entity shall monitor the subrecipient's use of Federal awards through site visits, limited scope audits, or other means.

Condition

During our testing, we noted that IDEA did not maintain adequate documentation supporting Federal awards granted to subrecipients.

Cause

IDEA does not have adequate controls in place for subrecipient monitoring.

Effect

IDEA is not aware if subrecipients are in compliance OMB A-133 Single Requirements and the amounts reimbursed under the Federal grants may be unallowable costs.

Recommendation

We recommend that IDEA implement a program to monitor subrecipients and determine if reimbursed costs are in compliance with OMB A-133 Single Audit requirements.

Questioned costs

The amount of costs is undeterminable.

Corrective Action Plan

Starting in FY13, the school's grants reimbursement submissions and grant compliance responsibilities will both be done by the same person. Previously these duties were split between the Director of Development and the Business Manager. The school will ensure that all federal compliance requirements related to its various grants are implemented.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Schedule of Prior Year Findings and Questioned Costs For the Year Ended June 30, 2012

Reference Number: 2011-01

Program: 84.010 Title I, Grants to Local Educational Agencies
84.389A Title I, Grants to Local Educational Agencies - ARRA
84.395 ARRA - State Fiscal Stabilization Fund (SFSF) – Race to the Top
84.287C Twenty-First Century Community Learning Centers

Type of Finding: Noncompliance, Significant Deficiency

Compliance Requirement(s): Allowable Activities, Payroll and Fringe Benefits

Criteria

OMB Circular A-122 requires that expenses charged to the Federal grants be adequately documented. Charges to awards for salaries and wages, whether treated as direct costs or indirect costs, will be based on documented payrolls approved by a responsible official(s) of the organization. The distribution of salaries and wages to awards must be supported by personnel activity reports, except when a substitute system has been approved in writing by the cognizant agency.

Reports reflecting the distribution of activity of each employee must be maintained for all staff members (professionals and non-professionals) whose compensation is charged, in whole or in part, directly to awards. In addition, in order to support the allocation of indirect costs, such reports must also be maintained for other employees whose work involves two or more functions or activities if a distribution of their compensation between such functions or activities is needed in the determination of the organization's indirect cost rate(s) (e.g., an employee engaged part-time in indirect cost activities and part-time in a direct function). Reports maintained by non-profit organizations to satisfy these requirements must meet the following standards:

- (a) The reports must reflect an after-the-fact determination of the actual activity of each employee. Budget estimates (i.e., estimates determined before the services are performed) do not qualify as support for charges to awards.
- (b) Each report must account for the total activity for which employees are compensated and which is required in fulfillment of their obligations to the organization.
- (c) The reports must be signed by the individual employee, or by a responsible supervisory official having firsthand knowledge of the activities performed by the employee, that the distribution of activity represents a reasonable estimate of the actual work performed by the employee during the periods covered by the reports.
- (d) The reports must be prepared at least monthly and must coincide with one or more pay periods.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Schedule of Prior Year Findings and Questioned Costs For the Year Ended June 30, 2012

Reference Number: 2011-01 (continued)

- (e) Charges for the salaries and wages of nonprofessional employees, in addition to the supporting documentation described above, must also be supported by records indicating the total number of hours worked each day maintained in conformance with Department of Labor regulations implementing the Fair Labor Standards Act (FLSA) (29 CFR part 516).

Condition

During our testing, we noted that there was inadequate documentation to support the payroll expense for 10-month employees who worked during the summer. There were several instances where the amount charged to the Federal grants was greater than the hours approved per the time and effort report. There was also one instance where an employee was charged to a Federal grant, but there was no time and effort reporting to support the expenditures.

Cause

IDEA does not have adequate controls in place for the approval of time and effort reporting, with reconciliations to approved personnel records.

Effect

The amounts reimbursed under the Federal grants may be unallowable costs.

Recommendation

We recommend that IDEA perform a detail review of time and effort reporting that would provide supporting documentation for salary costs charged to Federal grants. Additionally, IDEA should review of personnel records its personnel records to ensure employees are compensated using recent approved rates.

Questioned costs

\$7,489

Corrective Action Plan

We will ensure all time and effort reports are reconciled with the payroll reports. Additionally, we will maintain appropriate documentation for employees who are compensated for additional duties performed above and beyond the salary listed on their initial offer letters.

Current Year Status

Refer to finding 2012-01.

**INTEGRATED DESIGN & ELECTRONICS
ACADEMY PUBLIC CHARTER SCHOOL**

**Financial Statements and Supplemental Schedules
Together with Reports of Independent Public Accountants**

For the Years Ended June 30, 2013 and 2012



JUNE 30, 2013 AND 2012

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REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS

Board of Trustees
Integrated Design & Electronics Academy Public Charter School

Report on the Financial Statements

We have audited the accompanying basic statements of financial position of the Integrated Design & Electronics Academy Public Charter School (IDEA) as of June 30, 2013 and 2012, and the related statements of activities and changes in net assets, and cash flows for the years then ended.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these basic financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of basic financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these basic financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the auditing standards established pursuant to the District of Columbia School Reform Act, Public law No. 104-134, 110 Stat. 1321-121, 2204(B)(ii)(B)(ix)(1996); D.C. Official Code 38-1802.04(ii)(B)(2001, as amended). Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the basic financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the basic financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the basic financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the basic financial statements.



We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinion

In our opinion, the basic financial statements referred to above present fairly, in all material respects, the financial position of IDEA as of June 30, 2013 and 2012, and the changes in its net assets and its cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

Other Matters

Our audits were conducted for the purpose of forming an opinion on the basic financial statements as a whole. The supplemental schedules of functional expenses are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audits of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements as a whole.

Our audits were conducted for the purpose of forming opinions on the basic financial statements as a whole. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by the U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements. The Schedule of Expenditures of Federal Awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain other procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditures of Federal Awards is fairly stated in all material respects in relation to the basic financial statements as a whole.



Report on Other Legal and Regulatory Requirements

In accordance with *Government Auditing Standards*, we have also issued our report dated September __, 2013, on our consideration of IDEA's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Washington, DC
September __, 2013

DRAFT

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Statements of Financial Position As of June 30, 2013 and 2012

	<u>2013</u>	<u>2012</u>
ASSETS		
Current Assets		
Cash and cash equivalents	\$ 634,237	\$ 1,054,762
Restricted cash	2,200	2,200
Accounts receivable	834,393	368,905
Prepaid expenses	7,316	5,394
Total Current Assets	<u>1,478,146</u>	<u>1,431,261</u>
Property and equipment, net	11,756,414	11,832,244
Deferred financing loan costs, net	51,515	67,965
Total Assets	<u><u>\$ 13,286,075</u></u>	<u><u>\$ 13,331,470</u></u>
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable	\$ 749,649	\$ 247,894
Accrued payroll and benefits	531,560	465,555
Refundable advances	107,088	128,104
Line of credit	111,743	-
Loan payable - current portion	510,100	-
Total Current Liabilities	<u>2,010,140</u>	<u>841,553</u>
Long-term Liabilities		
Retainages payable	-	10,000
Loan payable, net of current portion	7,624,900	7,956,857
Total Liabilities	<u>9,635,040</u>	<u>8,808,410</u>
Net Assets		
Unrestricted	3,651,035	4,523,060
Total Liabilities and Net Assets	<u><u>\$ 13,286,075</u></u>	<u><u>\$ 13,331,470</u></u>

The accompanying notes are integral part of these financial statements.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Statements of Activities and Change in Net Assets For the Years Ended June 30, 2013 and 2012

	<u>2013</u>	<u>2012</u>
UNRESTRICTED NET ASSETS		
Revenue and Support		
Per pupil funding	\$ 5,125,861	\$ 6,206,309
Federal grants	1,299,860	1,811,884
Contributions and other grants	164,446	252,396
Interest	1,070	2,463
Miscellaneous	14,631	13,292
Total Revenue and Support	<u>6,605,868</u>	<u>8,286,344</u>
Expenses		
Program	6,458,931	7,363,944
Management and general	1,018,949	906,879
Fundraising	13	113,488
Total Expenses	<u>7,477,893</u>	<u>8,384,311</u>
Change in net assets	(872,025)	(97,967)
Net assets, beginning of year	4,523,060	4,621,027
Net Assets, End of Year	<u><u>\$ 3,651,035</u></u>	<u><u>\$ 4,523,060</u></u>

The accompanying notes are integral part of these financial statements.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Statements of Cash Flows

For the Years Ended June 30, 2013 and 2012

	2013	2012
Cash Flows from Operating Activities		
Change in net assets	\$ (872,025)	\$ (97,967)
Adjustments to reconcile change in net assets to net cash from operating activities:		
Depreciation and amortization	373,046	286,607
Loss on disposal of assets	-	18
Effect of changes in non-cash operating assets and liabilities:		
Accounts receivable	(465,488)	14,989
Prepaid expenses	(1,922)	493
Accounts payable	502,342	(140,146)
Accrued payroll and benefits	65,418	86,846
Refundable advances	(21,016)	(47,158)
Retainages payable	(10,000)	(313,481)
Net Cash from Operating Activities	(429,645)	(209,799)
Cash Flows from Investing Activities		
Proceeds from sale of property and equipment	-	59,712
Payments for purchases of property and equipment	(274,994)	(4,814,849)
Net Cash from Investing Activities	(274,994)	(4,755,137)
Cash Flows from Financing Activities		
Payments of deferred financing costs	(5,772)	-
Proceeds from line of credit	111,743	-
Proceeds from loan payable	178,143	4,946,627
Net Cash from Financing Activities	284,114	4,946,627
Net change in cash and cash equivalents	(420,525)	(18,309)
Cash and cash equivalents, beginning of year	1,056,962	1,075,271
Cash and Cash Equivalents, End of Year (includes restricted cash of \$2,200, in 2013 and 2012)	\$ 636,437	\$ 1,056,962
Supplemental Disclosure		
Cash paid during the year for interest	\$ 430,085	\$ 356,564

The accompanying notes are integral part of these financial statements.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2013 and 2012

1. ORGANIZATION AND PROGRAM

The Integrated Design & Electronics Academy Public Charter School (IDEA) is a not-for-profit corporation chartered effective July 1, 1998, by the District of Columbia Public Charter School Board (the Board). On March 18, 2013, the Board voted not to renew the charter for a 15-year term and instead put the school on probation for a three-year term. The Board has the authority to revoke the charter for violations of applicable laws and conditions, terms and procedures set forth in the charter. IDEA's charter provides for enrollment of students in the seventh through twelfth grade. Under the provisions of the contract, the District of Columbia is to make annual payments to IDEA for services provided to the students based on the number of students attending IDEA each year.

IDEA school officials decided in March 2013, to focus on improving the performance of students in its upper grades and announced they will close the middle school at the end of the school year. IDEA staff and enrollment specialists of the Board are working to find students alternative placements. In August 2013, IDEA will open as a high school with grades 9-12 for the School Year 2013-2014.

IDEA is based on the JROTC Career Academy model that is career focused and integrates academic and occupational curriculums, increases student career options, and provides a meaningful learning context for both potential drop-outs and college-bound youth.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The accompanying financial statements of IDEA have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities as of the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Cash, Cash Equivalents, and Restricted Cash

IDEA considers all cash in banks and other short-term investments with original maturities of less than 90 days to be cash and cash equivalents.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2013 and 2012

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Accounts Receivable

Accounts receivable are recorded at their net realizable value. IDEA records an allowance for doubtful accounts equal to estimated losses that will be incurred in the collection of receivables. The estimated losses are based on historical collection experience and the review of the current status of existing receivables. Management believes that all receivables were fully collectible as of June 30, 2013 and 2012.

Property and Equipment

Property and equipment valued in excess of \$1,000, with an anticipated useful life greater than one year, are capitalized and recorded at cost if purchased, or estimated fair market value as of the date of gift, if donated. Depreciation is recorded using the straight-line method over the estimated useful lives of the assets.

Deferred Financing Costs

Deferred financing costs consist of \$73,737, related to a loan entered into in August 2009. The deferred financing costs will be amortized over the life of the debt using the effective interest method upon completion of the building. The building was completed in August 2012 and amortization costs of \$22,222, were recorded for the year ended June 30, 2013.

Net Assets

Unrestricted net assets are assets and contributions that are not restricted by donors or for which restrictions have expired.

Temporarily restricted net assets are those whose uses by IDEA have been limited by donors primarily for a specific time period or purpose. When a donor restriction is met, temporarily restricted net assets are reclassified to unrestricted net assets. If a donor restriction is met in the same reporting period in which the contribution is received, the contribution (to the extent that the restrictions have been met) is reported as unrestricted net assets.

Permanently restricted net assets are those that are restricted by donors to be maintained by IDEA in perpetuity. There were no temporarily or permanently restricted net assets as of June 30, 2013 and 2012.

Restricted and Unrestricted Support and Revenue

Contributions received are recorded as unrestricted, temporarily or permanently restricted support, depending on the existence and/or nature of any donor imposed restrictions. Donor-restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2013 and 2012

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Restricted and Unrestricted Support and Revenue (continued)

Gifts of cash and other assets are reported as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when some stipulated time restriction ends or purpose of the restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities and change in net assets as net assets released from restrictions.

Revenue Recognition

A substantial portion of IDEA's revenue is derived from the District of Columbia based on enrollment. The revenue is recognized ratably over the school year. Revenue from other government sources are recognized as earned. Refundable advances represent summer school payments from the District of Columbia made prior to June 30.

Functional Allocation of Expenses

The costs of providing the various programs and other activities have been summarized on a functional basis in the statements of activities and change in net assets. Accordingly, certain costs have been allocated among the programs and supporting services that benefit from those costs. Management and general expenses include those expenses that are not directly identified with any other specific function but provide for the overall support and direction of IDEA.

Income Taxes

IDEA is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code.

Accounting principles generally accepted in the United States of America provide consistent guidance for the accounting for uncertainty in income taxes recognized in an entity's financial statements and prescribe a threshold of "more likely than not" for recognition of tax positions taken or expected to be taken in a tax return. IDEA performed an evaluation of uncertain tax positions for the year ended June 30, 2013, and determined that there were no matters that would require recognition in the financial statements or which may have any effect on its tax-exempt status. For the year ended June 30, 2013, the statute of limitations for tax years 2009 through 2011 remains open with the U.S. Federal jurisdiction or the various states and local jurisdictions in which IDEA files tax returns. It is IDEA's policy to recognize interest and/or penalties related to uncertain tax positions, if any, in income tax expense.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2013 and 2012

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Subsequent Event Review

IDEA's management has evaluated subsequent events and transactions through September __, 2013, the date that these financial statements were available for issue and have determined that no material subsequent events have occurred that would affect the information presented in the accompanying financial statements or require additional disclosure.

Negative Operations

During the years ended June 30, 2013 and 2012, IDEA had a negative change in net assets of \$872,025 and \$97,967, respectively. Management is currently exploring new grants and revenue sources, and reaching out for individual contributions and corporate sponsorships. In addition, management is currently seeking to increase enrollment, which would in return increase per pupil funding. Management also plans to reduce its costs where opportunities exist. Although no assurances can be given, management expects that its proposed plans and actions will enable IDEA to satisfy its obligations as they become due and continue as a financially liable organization.

3. RESTRICTED CASH

The restricted cash balance of \$2,200 as of June 30, 2013 and 2012, represented unspent proceeds on the construction loan and is restricted for construction costs of the health and wellness center.

4. PROPERTY AND EQUIPMENT

As of June 30, 2013 and 2012, property and equipment consisted of the following:

	2013	2012	Useful Lives
Land	\$ 150,000	\$ 150,000	N/A
Building	9,769,772	834,250	40-50 years
Building improvements	3,279,656	3,279,656	5-7 years
Construction in process	-	8,678,846	N/A
Furniture and equipment	2,434,148	2,415,830	3-7 years
Total	15,633,576	15,358,582	
Less: accumulated depreciation	3,877,162	3,526,338	
Property and Equipment, Net	\$ 11,756,414	\$ 11,832,244	

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2013 and 2012

4. PROPERTY AND EQUIPMENT (continued)

Depreciation expense was \$350,824 and \$286,625, for the years ended June 30, 2013 and 2012, respectively. IDEA capitalized \$356,564, of interest during the years ended June 30, 2012. The health and wellness center opened in August 2012. As such, all costs through June 30, 2012, that were recorded as construction in process were placed into service and depreciated in accordance to the capitalization policy.

5. LOAN PAYABLE

In August 2009, IDEA entered into a loan agreement with a bank for a maximum principal of up to \$8,000,000. In November 2012, the loan was modified for a maximum principal of up to \$8,135,000. This loan was used to repay the DC loan payable and was used to construct a health and wellness center for IDEA. IDEA drew approximately \$178,000 and \$4,947,000, on this loan during the years ended June 30, 2013, and 2012, respectively. The loan bears a fixed rate of interest of 5.98%. Interest expense was \$429,052 and \$356,564, for the years ended June 30, 2013 and 2012, respectively. Interest costs incurred prior to completion of the building in August 2012 were capitalized.

IDEA will make interest only payments through August 15, 2013. Monthly principal and interest payments of \$53,695, will start on September 15, 2013. The loan matures August 2015. There are certain financial covenants related to this loan regarding annual audited financial statements due within 120 days after year end, minimum tangible net worth, debt to worth and debt service coverage ratios. IDEA was not in compliance with the debt service coverage ratio as of and for the year ended June 30, 2013. IDEA received a waiver from the bank for these violations.

The future minimum payments on the loan payable as of June 30, 2013, were as follows:

Fiscal Years Ending	Amount
June 30,	
2014	\$ 510,100
2015	644,337
2016	6,980,563
Total	\$ 8,135,000

6. LINE OF CREDIT

In October 2012, IDEA entered into a line of credit that allows for borrowings up to \$500,000. The line of credit has an interest rate at the bank's prime rate plus 1% per year and matures in December 2014. Outstanding balances on this line of credit were secured by all assets of IDEA. The average interest rate incurred for the year ended June 30, 2013, was 4.25%. Interest expense for the year then ended was \$1,033. The balance outstanding on the line of credit as of June 30, 2013, was \$111,743.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2013 and 2012

7. CONTINGENCIES

Grants and Contracts

IDEA receives financial assistance from Federal government grants and contracts. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit. Any disallowed claims resulting from such audits could become a liability of IDEA. IDEA's administration believes such disallowance, if any, would not be material to the financials as of June 30, 2013 and 2012.

IDEA receives a substantial portion of its revenue from the Government of the District of Columbia. If a significant reduction in this revenue should occur, it may have an effect on IDEA's programs. During the years ended June 30, 2013 and 2012, IDEA earned revenue of \$6,425,721 and \$8,018,193, respectively from the Government of the District of Columbia, which was 97% of the total revenue and support for the years ended June 30, 2013 and 2012, respectively. These amounts are reflected as per pupil funding and Federal grants in the accompanying statements of activities and change in net assets.

8. RETIREMENT PLANS

IDEA has a 403(b) Defined Contribution Retirement Plan (the Plan). An eligible employee may, on a voluntary basis, begin participation in the Plan on the plan entry date following the completion of one year of service. The Plan provides funding in the amount of 2% for employees who did not contribute to the Plan and up to 3% of each eligible employee's annual salary for employees who contribute to the Plan. IDEA's contribution under the Plan for the years ended June 30, 2013, and 2012, was approximately \$56,000, and \$60,000, respectively. IDEA also has a supplemental 403(b) plan that allows employees to contribute to upon their employment with IDEA. IDEA does not match any contributions made to this supplemental plan.

SUPPLEMENTARY INFORMATION

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Supplemental Schedule of Functional Expenses For the Year Ended June 30, 2013 and 2012 with Comparable Totals for 2012

	2013				2012
	Educational Programs	General and Administrative	Fundraising	Total	Total
SALARIES, TAXES AND BENEFITS					
Salaries	\$ 3,063,848	\$ 568,177	\$ -	\$ 3,632,025	\$ 4,623,994
Employee benefits	251,742	46,684	-	298,426	294,822
Payroll taxes and fees	267,224	49,555	-	316,779	422,753
Contracted staff	293,018	54,339	-	347,357	-
Staff development expense	56,178	10,418	-	66,596	103,222
Total salaries, taxes and benefits	3,932,010	729,173	-	4,661,183	5,444,791
DIRECT STUDENT COSTS					
Supplies and materials	42,242	-	-	42,242	203,155
Transportation	11,373	-	-	11,373	19,250
Contracted student services	157,543	-	-	157,543	977,141
Scholarships and awards	8,355	-	-	8,355	20,614
Vocational labs	20,900	-	-	20,900	23,048
Student activities	61,638	-	-	61,638	83,565
Miscellaneous student costs	155,218	-	-	155,218	38,874
Total direct student costs	457,269	-	-	457,269	1,365,647
OCCUPANCY EXPENSES					
Building supplies and materials	1,387	257	-	1,644	9,499
Utilities	225,651	41,846	-	267,497	184,810
Contracted building services	70,802	13,130	-	83,932	81,902
Maintenance and repairs	53,100	9,847	-	62,947	147,581
Mortgage interest expense	361,933	67,119	-	429,052	-
Other occupancy expense	-	-	-	-	2,470
Total occupancy expenses	712,873	132,199	-	845,072	426,262
OFFICE EXPENSES					
Office supplies and materials	20,824	3,862	-	24,686	31,014
Office equipment rental/maintenance	69,256	12,843	-	82,099	56,283
Legal, accounting, and payroll services	175,997	32,638	-	208,635	140,832
Telephone/telecommunications	76,619	14,209	-	90,828	49,536
Printing/copying	92	17	-	109	5,684
Postage and shipping	1,644	305	-	1,949	11,266
Other office expenses	752	140	-	892	1,059
Total office expenses	345,184	64,014	-	409,198	295,674
GENERAL EXPENSES					
Insurance	59,203	10,979	-	70,182	65,761
Transportation/travel	4,456	826	-	5,282	50,603
Food service	82,291	15,260	-	97,551	123,920
Membership fees	2,436	452	-	2,888	34,208
Board of trustees ops.	-	-	-	-	10,775
Home school association	-	-	-	-	10,617
Administration fee to PCSB	25,438	4,717	-	30,155	29,048
Miscellaneous interest expense	872	161	-	1,033	-
Depreciation	295,943	54,881	-	350,824	286,624
Amortization expense	18,746	3,476	-	22,222	-
Other general expense	15,159	2,811	13	17,983	17,333
Total general expenses	504,544	93,563	13	598,120	628,889
RTTT-IIS Sub-Grantees Costs	507,051	-	-	507,051	223,048
Total Expenses	\$ 6,458,931	\$ 1,018,949	\$ 13	\$ 7,477,893	\$ 8,384,311

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Supplemental Schedule of Functional Expenses For the Year Ended June 30, 2012

	2012			
	Educational Programs	General and Administrative	Fundraising	Total
SALARIES, TAXES AND BENEFITS				
Salaries	\$ 3,923,060	\$ 622,974	\$ 77,960	\$ 4,623,994
Employee benefits	250,131	39,720	4,971	294,822
Payroll taxes and fees	358,670	56,956	7,127	422,753
Staff development expense	103,222	-	-	103,222
Total salaries, taxes and benefits	4,635,083	719,650	90,058	5,444,791
DIRECT STUDENT COSTS				
Supplies and materials	203,155	-	-	203,155
Transportation	19,250	-	-	19,250
Contracted instruction fees	977,141	-	-	977,141
Scholarships and awards	20,614	-	-	20,614
Vocational labs	23,048	-	-	23,048
Student activities	83,565	-	-	83,565
Miscellaneous student costs	32,981	5,237	656	38,874
Total direct student costs	1,359,754	5,237	656	1,365,647
OCCUPANCY EXPENSES				
Building supplies and materials	8,059	1,280	160	9,499
Utilities	156,795	24,899	3,116	184,810
Contracted building services	69,486	11,035	1,381	81,902
Maintenance and repairs	125,210	19,883	2,488	147,581
Other occupancy expense	2,095	333	42	2,470
Total occupancy expenses	361,645	57,430	7,187	426,262
OFFICE EXPENSES				
Office supplies and materials	26,313	4,178	523	31,014
Office equipment rental/maintenance	47,751	7,583	949	56,283
Legal, accounting, and payroll services	119,484	18,974	2,374	140,832
Telephone/telecommunications	42,027	6,674	835	49,536
Printing/copying	4,822	766	96	5,684
Postage and shipping	9,558	1,518	190	11,266
Other	898	143	18	1,059
Total office expenses	250,853	39,836	4,985	295,674
GENERAL EXPENSES				
Insurance	55,793	8,860	1,108	65,761
Transportation/travel	42,932	6,818	853	50,603
Food service	105,136	16,695	2,089	123,920
Membership fees	29,036	4,600	572	34,208
Board of trustees ops.	9,141	1,452	182	10,775
Home school association	9,008	1,430	179	10,617
Administration fee to PCSB	24,632	3,922	494	29,048
Depreciation	243,176	38,616	4,832	286,624
Other general expense	14,706	2,335	292	17,333
Total general expenses	533,560	84,728	10,601	628,889
RTTT-IIS Sub-Grantees Costs	223,048	-	-	223,048
Total Expenses	\$ 7,363,943	\$ 906,881	\$ 113,487	\$ 8,384,311



REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

The Board of Trustees
Integrated Design & Electronics Academy Public Charter School

We have audited the basic financial statements of the Integrated Design & Electronics Academy Public Charter School (IDEA) as of and for the year ended June 30, 2013, and have issued our report thereon dated September __, 2013. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America.

Internal Control over Financial Reporting

Management of IDEA is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered IDEA's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of IDEA's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of IDEA's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether IDEA's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of management, the Board of Trustees, others within IDEA, District of Columbia Board of Education, and Federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Washington, DC
September __, 2013



**REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD
HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR
PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE
IN ACCORDANCE WITH OMB CIRCULAR A-133**

The Board of Trustees
Integrated Design & Electronics Academy Public Charter School

Compliance

We have audited the compliance of the Integrated Design & Electronics Academy Public Charter School (IDEA), with the types of compliance requirements described in the U.S. Office of Management and Budget Circular A-133 *Compliance Supplement* that could have a direct and material effect on each of IDEA's major Federal programs for the year ended June 30, 2013. IDEA's major Federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major Federal programs is the responsibility of IDEA's management.

Auditor's Responsibility

Our responsibility is to express an opinion on IDEA's compliance with the applicable compliance requirements based on our compliance audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America; and U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. A compliance audit includes examining, on a test basis, evidence about IDEA's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on IDEA's compliance with those requirements.



Opinion

In our opinion, IDEA complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2013.

Internal Control over Compliance

Management of IDEA is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our compliance audit, we considered IDEA's internal control over compliance with the requirements that could have a direct and material effect on a major Federal program as a basis for designing our compliance auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB A-133, but not for the purpose of expressing an opinion on the effectiveness of IDEA's internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of IDEA's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a Federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance a type of compliance requirement of a Federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

Restricted Use

The purpose of this report is solely to describe the scope of our testing of internal control over financial reporting and compliance, and the result of that testing, and not to provide an opinion on the effectiveness of IDEA's internal control over financial reporting or compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering IDEA's internal control over financial reporting and compliance. Accordingly, this report is not suitable for any other purpose.

Washington, DC
_____, 2013

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Schedule of Expenditures of Federal Awards For the Year Ended June 30, 2013

<u>Federal Grantor/Pass-Through Grantor/Program or Cluster Title</u>	<u>Federal CFDA Number</u>	<u>Pass-Through Entity Identifying Number</u>	<u>Federal Expenditures</u>
U.S. Department of Agriculture			
National School Lunch Program	10.555	n/a	<u>\$ 97,416</u>
U.S. Department of Defense			
Department of Defense Subsidy	12.910	n/a	<u>84,257</u>
U.S. Department of Education			
Pass-through programs from District of Columbia			
Title I, Part A Cluster			
Title I, Grants to Local Educational Agencies	84.010A	SG010A	269,123
Title I, School Improvement Grant	84.010	SG010A	194
Total Title I, Part A Cluster			<u>269,317</u>
Special Education Grants to States	84.027A	SG027A	61,517
Improving Teacher Quality State Grants	84.367A	SG367A	57,834
Teacher Compensation Grant	84.unknown	n/a	47,200
ARRA - State Fiscal Stabilization Fund - Race to the Top	84.395A	n/a	44,426
ARRA - State Fiscal Stabilization Fund - Race to the Top			
Instructional Improvement System Grant	84.395A	n/a	600,860
Carl Perkins	84.048A	n/a	5,583
Impact Aid	84.041	n/a	31,450
Total pass-through programs from District of Columbia			<u>1,118,187</u>
Total U.S. Department of Education			<u>1,118,187</u>
Total Expenditures of Federal Awards			<u><u>\$ 1,299,860</u></u>

The accompanying notes are an integral part of this schedule.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Schedule of Expenditures of Federal Awards For the Year Ended June 30, 2013

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

All Federal grant operations of the Integrated Design & Electronics Academy Public Charter School (IDEA) are included in the scope of the U.S. Office of Management and Budget (OMB) Circular A-133 audit (the Single Audit). The Single Audit was performed in accordance with the provisions of the OMB Circular A-133 Compliance Supplement (the Compliance Supplement). Compliance testing of all requirements, as described in the Compliance Supplement, was performed for the major grant programs noted below. The programs on the schedule of expenditures of Federal awards represent all Federal award programs and other grants with fiscal year 2013 cash or non-cash expenditure activities. For our single audit testing, we tested the below Federal award programs to ensure coverage of at least 50% of Federally granted funds. Our actual coverage was 70%.

Major Program	CFDA No.	Federal Expenditures
Title I, Grants to Local Educational Agencies	84.010A	\$ 269,123
Title I, School Improvement Grant	84.010	194
ARRA - State Fiscal Stabilization Fund - Race to the Top	84.395A	44,426
ARRA - State Fiscal Stabilization Fund - Race to the Top Instructional Improvement System Grant	84.395A	600,860
Total		<u>\$ 914,603</u>

2. BASIS OF PRESENTATION

The accompanying schedule of expenditures of Federal awards has been accounted for on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Schedule of Expenditures of Federal Awards For the Year Ended June 30, 2013

3. SUBRECIPIENTS

Of the Federal expenditures presented in the schedule of expenditures of Federal awards for the ARRA - State Fiscal Stabilization Fund (SFSF) – Race to the Top Instructional Improvement System Grant, approximately \$507,000, was granted to subrecipients as follows:

Program Title	Federal CFDA Number	Subrecipient	Subrecipient Awards
U.S. Department of Education			
Pass-through programs from District of Columbia			
ARRA - State Fiscal Stabilization Fund - Race to the Top			
Instructional Improvement System Grant			
	84.395A	Community Academy Public Charter School	\$ 107,995
	84.395A	Friendship Public Charter School	234,018
	84.395A	Maya Angelou Public Charter School	70,769
	84.395A	Meridan Public Charter School	13,804
	84.395A	Perry Street Prep Public Charter School	80,465
Total Federal awards to subrecipients			\$ 507,051

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Schedule of Findings and Questioned Costs For the Year Ended June 30, 2013

Section I – Summary of Independent Public Accountant’s Results

Financial Statements

Type of report of independent public accountants issued: Unqualified

Internal control over financial reporting:

Material weakness(es) identified? No

Significant deficiency(ies) identified that are not
considered to be material weakness(es)? No

Noncompliance material to financial statements noted? No

Federal Awards

Internal control over major programs:

Material weakness(es) identified? No

Significant deficiency(ies) identified that are not
considered to be material weakness(es)? No

Type of report of independent public accountants issued on
compliance for major programs Unqualified

Any audit findings disclosed that are required to be reported
in accordance with section 510(a) of Circular A-133? No

Major Program	CFDA No.	Federal Expenditures
Title I, Grants to Local Educational Agencies	84.010A	\$ 269,123
Title I, School Improvement Grant	84.010	194
ARRA - State Fiscal Stabilization Fund - Race to the Top	84.395A	44,426
ARRA - State Fiscal Stabilization Fund - Race to the Top Instructional Improvement System Grant	84.395A	600,860
Total		<u>\$ 914,603</u>

Threshold used to distinguish between type A and type B
programs \$ 300,000

Auditee qualified as low-risk auditee? No

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

**Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2013**

Section II - Financial Statement Findings

None noted.

Section III - Federal Award Findings

None noted.

DRAFT

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Schedule of Prior Year Audit Findings For the Year Ended June 30, 2013

Reference Number: 2012-01

Program: 84.010 Title I, Grants to Local Educational Agencies
84.395 ARRA - State Fiscal Stabilization Fund (SFSF) – Race to the Top
84.395A ARRA - State Fiscal Stabilization Fund (SFSF) – Race to the Top
Instructional Improvement System Grant

Type of Finding: Noncompliance, Significant Deficiency

Compliance Requirement(s): Allowable Activities, Payroll and Fringe Benefits

Criteria

OMB Circular A-122 requires that expenses charged to the Federal grants be adequately documented. Charges to awards for salaries and wages, whether treated as direct costs or indirect costs, will be based on documented payrolls approved by a responsible official(s) of the organization. The distribution of salaries and wages to awards must be supported by personnel activity reports, except when a substitute system has been approved in writing by the cognizant agency.

Reports reflecting the distribution of activity of each employee must be maintained for all staff members (professionals and non-professionals) whose compensation is charged, in whole or in part, directly to awards. In addition, in order to support the allocation of indirect costs, such reports must also be maintained for other employees whose work involves two or more functions or activities if a distribution of their compensation between such functions or activities is needed in the determination of the organization's indirect cost rate(s) (e.g., an employee engaged part-time in indirect cost activities and part-time in a direct function). Reports maintained by non-profit organizations to satisfy these requirements must meet the following standards:

- (a) The reports must reflect an after-the-fact determination of the actual activity of each employee. Budget estimates (i.e., estimates determined before the services are performed) do not qualify as support for charges to awards.
- (b) Each report must account for the total activity for which employees are compensated and which is required in fulfillment of their obligations to the organization.
- (c) The reports must be signed by the individual employee, or by a responsible supervisory official having firsthand knowledge of the activities performed by the employee, that the distribution of activity represents a reasonable estimate of the actual work performed by the employee during the periods covered by the reports.
- (d) The reports must be prepared at least monthly and must coincide with one or more pay periods.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Schedule of Prior Year Audit Findings For the Year Ended June 30, 2013

Reference Number: 2012-01 (continued)

- (e) Charges for the salaries and wages of nonprofessional employees, in addition to the supporting documentation described above, must also be supported by records indicating the total number of hours worked each day maintained in conformance with Department of Labor regulations implementing the Fair Labor Standards Act (FLSA) (29 CFR part 516).

Condition

During our testing, we noted that IDEA did not complete time and effort reporting for employees who worked on the grants. There were also bonuses given to teachers with student improvement grant monies, where time and effort reporting signatures were not obtained.

Cause

IDEA does not have adequate controls in place for the approval of time and effort reporting.

Effect

The amounts reimbursed under the Federal grants may be unallowable costs.

Recommendation

We recommend that IDEA perform time and effort reporting that would provide supporting documentation for salary costs charged to Federal grants.

Questioned costs

The amount of costs is undeterminable.

Corrective Action Plan

Starting in FY13, the school's grants reimbursement submissions and grant compliance responsibilities will both be done by the same person. Previously these duties were split between the Director of Development and the Business Manager. The school will ensure that all federal compliance requirements related to its various grants are implemented.

Current Year Status

No issues noted in 2013.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Schedule of Prior Year Audit Findings For the Year Ended June 30, 2013

Reference Number: 2012-02

Program: 84.395A ARRA - State Fiscal Stabilization Fund (SFSF) – Race to the Top
Instructional Improvement System Grant

Type of Finding: Noncompliance, Significant Deficiency

Compliance Requirement(s): Activities Allowed & Allowable Costs, Reporting, Subrecipient Monitoring

Criteria

OMB Circular A-122 requires that expenses charged to the Federal grants be adequately documented. Charges to awards for salaries and wages, whether treated as direct costs or indirect costs, will be based on documented payrolls approved by a responsible official(s) of the organization. The distribution of salaries and wages to awards must be supported by personnel activity reports, except when a substitute system has been approved in writing by the cognizant agency.

Per 31 USC 7502(f)(2)(B) states each pass through entity shall monitor the subrecipient's use of Federal awards through site visits, limited scope audits, or other means.

Condition

During our testing, we noted that IDEA did not maintain adequate documentation supporting Federal awards granted to subrecipients.

Cause

IDEA does not have adequate controls in place for subrecipient monitoring.

Effect

IDEA is not aware if subrecipients are in compliance OMB A-133 Single Requirements and the amounts reimbursed under the Federal grants may be unallowable costs.

Recommendation

We recommend that IDEA implement a program to monitor subrecipients and determine if reimbursed costs are in compliance with OMB A-133 Single Audit requirements.

Questioned costs

The amount of costs is undeterminable.

Corrective Action Plan

Starting in FY13, the school's grants reimbursement submissions and grant compliance responsibilities will both be done by the same person. Previously these duties were split between the Director of Development and the Business Manager. The school will ensure that all federal compliance requirements related to its various grants are implemented.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

**Schedule of Prior Year Audit Findings
For the Year Ended June 30, 2013**

Reference Number: 2012-02 (continued)

Current Year Status

No issues noted in 2013.

DRAFT

**INTEGRATED DESIGN & ELECTRONICS
ACADEMY PUBLIC CHARTER SCHOOL**

**Financial Statements and Supplemental Schedules
Together with Reports of Independent Public Accountants**

For the Years Ended June 30, 2014 and 2013



JUNE 30, 2014 AND 2013

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REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS

Board of Trustees

Integrated Design & Electronics Academy Public Charter School

Report on the Financial Statements

We have audited the accompanying statements of financial position of the Integrated Design & Electronics Academy Public Charter School (IDEA or the School), as of June 30, 2014 and 2013, and the related statements of activities and changes in net assets, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these basic financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the basic financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these basic financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the auditing standards established pursuant to the District of Columbia School Reform Act, Public law No. 104-134, 110 Stat. 1321-121, 2204(B)(ii)(B)(ix)(1996); D.C. Official Code 38-1802.04(ii)(B)(2001, as amended). Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the basic financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the basic financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the basic financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the basic financial statements.



We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of IDEA as of June 30, 2014 and 2013, and the changes in its net assets and its cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

Emphasis of Matter

The accompanying financial statements have been prepared assuming that the entity will continue as a going concern. As discussed in Note 1 to the financial statements, the entity did not comply with certain debt covenant requirements, which has made the debt due on demand. The entity does not have sufficient funds to pay off the debt if called by the bank. These factors raise substantial doubt about its ability to continue as a going concern. Management's plan in regard to these matters is described in Note 1. The financial statements do not include any adjustments that might result from the outcome of this uncertainty. Our opinion is not modified with respect to this matter.

Other Matters

Our audits were conducted for the purpose of forming an opinion on the basic financial statements as a whole. The accompanying supplemental schedules of functional expenses are presented for purposes of additional analysis and are not a required part of the basic financial statements for the years ended June 30, 2014 and 2013. Also, the accompanying schedule of expenditures of Federal awards for the year ended June 30, 2014, is presented for purposes of additional analysis as required by the U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audits of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements as a whole.



Report on Other Legal and Regulatory Requirements

In accordance with *Government Auditing Standards*, we have also issued our report dated January 15, 2015, on our consideration of IDEA's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering IDEA's internal control over financial reporting and compliance.

Washington, DC
January 15, 2015

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Statements of Financial Position As of June 30, 2014 and 2013

	<u>2014</u>	<u>2013</u>
ASSETS		
Current Assets		
Cash and cash equivalents	\$ 668,738	\$ 634,237
Restricted cash	2,200	2,200
Accounts receivable	259,227	834,393
Prepaid expenses	4,763	7,316
Total Current Assets	<u>934,928</u>	<u>1,478,146</u>
Property and equipment, net	11,240,575	11,756,414
Deferred financing loan costs, net	27,273	51,515
Total Assets	<u><u>\$ 12,202,776</u></u>	<u><u>\$ 13,286,075</u></u>
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable	\$ 753,467	749,649
Accrued interest	319,431	-
Accrued payroll and benefits	323,250	531,560
Refundable advances	128,592	107,088
Line of credit	500,000	111,743
Loan payable	8,098,049	8,135,000
Total Current Liabilities	<u>10,122,789</u>	<u>9,635,040</u>
Net Assets		
Unrestricted	2,077,237	3,651,035
Temporarily restricted	2,750	-
Total Net Assets	<u>2,079,987</u>	<u>3,651,035</u>
Total Liabilities and Net Assets	<u><u>\$ 12,202,776</u></u>	<u><u>\$ 13,286,075</u></u>

The accompanying notes are integral part of these financial statements.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Statements of Activities and Changes in Net Assets For the Years Ended June 30, 2014 and 2013

	<u>2014</u>	<u>2013</u>
UNRESTRICTED NET ASSETS		
Revenue and Support		
Per pupil funding	\$ 3,620,032	\$ 5,125,861
Federal grants	1,082,849	1,299,860
Contributions and other grants	68,569	164,446
Interest income	246	1,070
In-kind revenue	6,673	-
Miscellaneous	25,239	14,631
Total Revenue and Support	<u>4,803,608</u>	<u>6,605,868</u>
Expenses		
Program	5,418,855	6,458,931
Management and general	863,074	1,018,949
Fundraising	13,650	13
Total Expenses	<u>6,295,579</u>	<u>7,477,893</u>
Operating Loss	<u>(1,491,971)</u>	<u>(872,025)</u>
Non-Operating Expense		
Loss on disposal of assets	<u>(81,827)</u>	<u>-</u>
TEMPORARILY RESTRICTED NET ASSETS		
Contributions	2,750	-
Changes in net assets	(1,571,048)	(872,025)
Net assets, beginning of year	3,651,035	4,523,060
Net Assets, End of Year	<u><u>\$ 2,079,987</u></u>	<u><u>\$ 3,651,035</u></u>

The accompanying notes are integral part of these financial statements.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Statements of Cash Flows

For the Years Ended June 30, 2014 and 2013

	<u>2014</u>	<u>2013</u>
Cash Flows from Operating Activities		
Changes in net assets	\$ (1,571,048)	\$ (872,025)
Adjustments to reconcile change in net assets to net cash from operating activities:		
Depreciation and amortization	363,677	373,046
Donated assets	(6,673)	-
Loss on disposal of assets	81,827	-
Effect of changes in non-cash operating assets and liabilities:		
Accounts receivable	575,166	(465,488)
Prepaid expenses	2,553	(1,922)
Accounts payable	3,818	502,342
Accrued interest	319,431	-
Accrued payroll and benefits	(208,310)	65,418
Refundable advances	21,504	(21,016)
Net Cash from Operating Activities	<u>(418,055)</u>	<u>(419,645)</u>
Cash Flows from Investing Activities		
Proceeds from sale of property and equipment	121,165	-
Payments for purchases of property and equipment	(19,915)	(274,994)
Net Cash from Investing Activities	<u>101,250</u>	<u>(274,994)</u>
Cash Flows from Financing Activities		
Payments of deferred financing costs	-	(5,772)
Proceeds from line of credit, net	388,257	111,743
Payments on loan payable	(36,951)	-
Proceeds from loan payable	-	178,143
Retainages payable	-	(10,000)
Net Cash from Financing Activities	<u>351,306</u>	<u>274,114</u>
Net change in cash and cash equivalents	34,501	(420,525)
Cash and cash equivalents, beginning of year	636,437	1,056,962
Cash and Cash Equivalents, End of Year (includes restricted cash of \$2,200, in 2014 and 2013)	<u>\$ 670,938</u>	<u>\$ 636,437</u>
Supplemental Disclosure		
Cash paid during the year for interest	<u>\$ 190,482</u>	<u>\$ 430,085</u>
Fixed assets donated during the year	<u>\$ 6,673</u>	<u>\$ -</u>

The accompanying notes are integral part of these financial statements.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2014 and 2013

1. ORGANIZATION AND PROGRAM

The Integrated Design & Electronics Academy Public Charter School (IDEA or the School) is a not-for-profit corporation chartered effective July 1, 1998, by the District of Columbia Public Charter School Board (the Board). On March 18, 2013, the Board voted not to renew the charter for a 15-year term and instead put IDEA on probation for a three-year term. The Board has the authority to revoke the charter for violations of applicable laws and conditions, terms and procedures set forth in the charter. IDEA's charter provides for enrollment of students in the seventh through twelfth grade. Under the provisions of the contract, the District of Columbia is to make annual payments to IDEA for services provided to the students based on the number of students attending IDEA each year.

IDEA is based on the JROTC Career Academy model that is career focused and integrates academic and occupational curriculums, increases student career options, and provides a meaningful learning context for both potential drop-outs and college-bound youth.

IDEA school officials decided in March 2013, to focus on improving the performance of students in its upper grades. The middle school was closed at the end of the 2012-2013 school year. In August 2013, IDEA opened as a high school with grades 9-12 for the school year 2013-2014.

Negative Operations

During the years ended June 30, 2014 and 2013, IDEA had a negative change in net assets of \$1,571,048 and \$872,025, respectively, due to significant declines in student enrollment which resulted in less funding. Management is seeking to increase enrollment, which would in return increase funding. Management also plans to reduce its costs where opportunities exist. As a result of the reduced funding, IDEA did not meet certain covenant requirements which caused its debt to be callable on demand. Management has received a forbearance agreement from the bank, suspending its existing principal and interest payments through October 15, 2015 and is seeking a debt restructure with a third party to be finalized in the near future. However, the forbearance agreement did not prevent the debt from being callable. Although no assurances can be given, management expects that its proposed plans and actions will enable IDEA to satisfy its obligations as they become due and continue as a financially viable organization.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The accompanying financial statements of IDEA have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2014 and 2013

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities as of the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Reclassification

Certain 2013 amounts have been reclassified to conform to the 2014 financial statement presentation. These reclassifications had no effect on previously reported results of operations or net assets.

Cash, Cash Equivalents, and Restricted Cash

IDEA considers all cash in banks and other short-term investments with original maturities of less than 90 days to be cash and cash equivalents.

Accounts Receivable

Accounts receivables represents grants and per pupil funding earned, but net collected as of the end of the fiscal year. Accounts receivable are recorded at their net realizable value. IDEA records an allowance for doubtful accounts equal to estimated losses that will be incurred in the collection of receivables. The estimated losses are based on historical collection experience and the review of the current status of existing receivables. Management believes that all receivables were fully collectible as of June 30, 2014 and 2013.

Property and Equipment

Property and equipment valued in excess of \$1,000, with an anticipated useful life greater than one year, are capitalized and recorded at cost if purchased, or estimated fair market value as of the date of gift, if donated. IDEA recognized \$6,673 of donated equipment during the year ended June 30, 2014. Depreciation expense is recorded using the straight-line method over the estimated useful lives of the assets.

Deferred Financing Costs

Deferred financing costs consist of \$73,737, related to a loan initially entered into in August 2009. The deferred financing costs will be amortized over the life of the debt using the effective interest method, which approximates straight-line, upon completion of the building. The building was completed in August 2012 and amortization costs of \$24,242 and \$22,222, were recorded for the years ended June 30, 2014 and 2013.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2014 and 2013

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Net Assets

Unrestricted net assets are assets and contributions that are not restricted by donors or for which restrictions have expired.

Temporarily restricted net assets are those whose uses by IDEA have been limited by donors primarily for a specific time period or purpose. When a donor restriction is met, temporarily restricted net assets are reclassified to unrestricted net assets. If a donor restriction is met in the same reporting period in which the contribution is received, the contribution (to the extent that the restrictions have been met) is reported as unrestricted net assets.

Permanently restricted net assets are those that are restricted by donors to be maintained by IDEA in perpetuity. There were no permanently restricted net assets as of June 30, 2014 and 2013, and no temporarily restricted net assets as of June 30, 2013.

Restricted and Unrestricted Support and Revenue

Contributions received are recorded as unrestricted, temporarily or permanently restricted support, depending on the existence and/or nature of any donor imposed restrictions. Donor-restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction.

Gifts of cash and other assets are reported as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when some stipulated time restriction ends or purpose of the restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities and changes in net assets as net assets released from restrictions.

Revenue Recognition

A substantial portion of IDEA's revenue is derived from the District of Columbia based on enrollment. The revenue is recognized ratably over the school year. Revenue from other government sources are recognized as earned. Refundable advances represent summer school payments from the District of Columbia made prior to June 30.

Advertising Costs

Advertising costs are expensed when incurred. The costs of advertising are expensed when the services are received. Advertising expense for the years ended June 30, 2014 and 2013, was \$90,531 and \$86,880, respectively.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2014 and 2013

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Functional Allocation of Expenses

The costs of providing the various programs and other activities have been summarized on a functional basis in the statements of activities and changes in net assets. Accordingly, certain costs have been allocated among the programs and supporting services that benefit from those costs. Management and general expenses include those expenses that are not directly identified with any other specific function but provide for the overall support and direction of IDEA.

Income Taxes

IDEA is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code.

Accounting principles generally accepted in the United States of America provide consistent guidance for the accounting for uncertainty in income taxes recognized in an entity's financial statements and prescribe a threshold of "more likely than not" for recognition of tax positions taken or expected to be taken in a tax return. IDEA performed an evaluation of uncertain tax positions for the year ended June 30, 2014, and determined that there were no matters that would require recognition in the financial statements or which may have any effect on its tax-exempt status as of June 30, 2014. For the year ended June 30, 2014, the statute of limitations for tax years 2011 through 2014 remains open with the U.S. Federal jurisdiction or the various states and local jurisdictions in which IDEA files tax returns. It is IDEA's policy to recognize interest and/or penalties related to uncertain tax positions, if any, in income tax expense.

Subsequent Event Review

IDEA's management has evaluated subsequent events and transactions through January 13, 2015, the date that these financial statements were available for issue and have determined that no material subsequent events, other than those disclosed in Note 5, have occurred that would affect the information presented in the accompanying financial statements or require additional disclosure.

3. RESTRICTED CASH

The restricted cash balance of \$2,200 as of June 30, 2014 and 2013, represented unspent proceeds on the construction loan and is restricted for construction costs of the health and wellness center.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2014 and 2013

4. PROPERTY AND EQUIPMENT

As of June 30, 2014 and 2013, property and equipment consisted of the following:

	2014	2013	Useful Lives
Land	\$ 150,000	\$ 150,000	N/A
Building	9,567,915	9,769,772	40-50 years
Building improvements	3,282,509	3,279,656	5-7 years
Furniture and equipment	2,442,134	2,434,148	3-7 years
Total	15,442,558	15,633,576	
Less: accumulated depreciation	4,201,983	3,877,162	
Property and Equipment, Net	\$ 11,240,575	\$ 11,756,414	

Depreciation expense was \$339,435 and \$350,824, for the years ended June 30, 2014 and 2013, respectively.

During the year ended June 30, 2014, the 4508 Lee Street property was disposed. The loss of \$81,827, has been recorded as a non-operating expense in the statements of activities and changes in net assets.

5. LOAN PAYABLE

In August 2009, IDEA entered into a loan agreement with a bank for a maximum principal of up to \$8,000,000. In November 2012, the loan was modified for a maximum principal of up to \$8,135,000. This loan was used to repay the DC loan payable and was used to construct a health and wellness center for IDEA. IDEA drew approximately \$178,000, on this loan during the year ended June 30, 2013. The loan accrued interest a fixed rate of interest of 5.98%. Interest expense was \$497,262 and \$429,052, for the years ended June 30, 2014 and 2013, respectively.

IDEA made interest only payments through August 15, 2013. Monthly principal and interest payments of \$53,695 were to start on September 15, 2013. The loan is set to mature August 2015. In November 2014, IDEA entered into a forbearance agreement with the bank in order to implement a comprehensive restructuring plan. Beginning on October 15, 2014, IDEA's principal and interest payments were suspended until the earlier of: (a) the sale of the property; (b) payment in full on the loan payable; or (c) October 15, 2015. Interest will accrue from October 15, 2014, on any unpaid balance outstanding at a fixed rate of 6.25% per annum (the interest rate of the loan was at a fixed rate of 5.98% prior to October 15, 2014).

There were certain financial covenants related to this loan regarding annual audited financial statements due within 120 days after year end, minimum tangible net worth, debt to net worth and debt service coverage ratios. IDEA was not in compliance with the submission of the financial statements and the minimum tangible net worth, debt to net worth and debt service coverage ratios as of and for the year ended June 30, 2014. The bank has acknowledged IDEA's default with its financial covenants; however the bank has not waived the defaults, and therefore, the outstanding balance is callable by the bank.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2014 and 2013

6. LINE OF CREDIT

In October 2012, IDEA entered into a line of credit that allows for borrowings up to \$500,000. The line of credit has an interest rate at the bank's prime rate plus 1% per year and matures in December 2014. Outstanding balances on this line of credit were secured by all assets of IDEA. The average interest rate incurred for the years ended June 30, 2014 and 2013, was 4.25%. Interest expense for the years then ended was \$12,651 and \$1,033, respectively. The balance outstanding on the line of credit as of June 30, 2014 and 2013, was \$500,000 and \$111,743, respectively. Interest will accrue from the October 15, 2014, on any unpaid balance outstanding at the bank's prime rate, plus 3.5% (the interest rate of the line of credit was at the bank's prime rate plus 1% prior to October 15, 2014).

There are certain financial covenants related to the line of credit regarding annual audited financial statements due within 120 days after year end, minimum tangible net worth, debt service coverage ratio, and minimum liquidity. IDEA was not in compliance with the submission of the financial statements and the minimum tangible net worth and debt service coverage ratios as of and for the year ended June 30, 2014. The bank has acknowledged IDEA's default with its financial covenants; however the bank has not waived the defaults, and therefore, the outstanding balance is callable by the bank.

7. TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets as of June 30, 2014, were available for the following purposes:

	<u>Amount</u>
Boy Scouts Troop	\$ 2,250
Scholarship	500
Total	<u><u>\$ 2,750</u></u>

8. CONTINGENCIES

Grants and Contracts

IDEA receives financial assistance from Federal government grants and contracts. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit. Any disallowed claims resulting from such audits could become a liability of IDEA. IDEA's administration believes such disallowance, if any, would not be material to the financials as of June 30, 2014 and 2013.

IDEA also receives a substantial portion of its revenue from the Government of the District of Columbia. If a significant reduction in this revenue should occur, it may have an effect on IDEA's programs. During the years ended June 30, 2014 and 2013, IDEA earned revenue of \$4,702,881 and \$6,425,721, respectively from the Government of the District of Columbia, which was 98% and 97% of the total revenue and support for the years ended June 30, 2014 and 2013, respectively. These amounts are reflected as per pupil funding and Federal grants in the accompanying statements of activities and changes in net assets.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2014 and 2013

9. RETIREMENT PLANS

IDEA has a 403(b) defined contribution retirement plan (the Plan). An eligible employee may, on a voluntary basis, begin participation in the Plan on the plan entry date following the completion of one year of service. The Plan provides funding in the amount of 2% for employees who did not contribute to the Plan and up to 3% of each eligible employee's annual salary for employees who contribute to the Plan. IDEA's contribution under the Plan for the years ended June 30, 2014 and 2013, was approximately \$34,000, and \$56,000, respectively. IDEA also has a supplemental 403(b) plan that allows employees to contribute to upon their employment with IDEA. IDEA does not match any contributions made to this supplemental plan.

SUPPLEMENTARY INFORMATION

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Supplemental Schedule of Functional Expenses For the Year Ended June 30, 2014, with Comparable Totals for 2013

	2014				2013
	Educational Programs	General and Administrative	Fundraising	Total	Total
SALARIES, TAXES AND BENEFITS					
Salaries	\$ 2,357,233	\$ 442,431	\$ -	\$ 2,799,664	\$ 3,632,025
Employee benefits	237,712	44,616	-	282,328	298,426
Payroll taxes and fees	227,923	42,779	-	270,702	316,779
Contracted staff	137,403	25,789	-	163,192	347,357
Staff development expense	14,074	2,641	-	16,715	66,596
Total salaries, taxes and benefits	<u>2,974,345</u>	<u>558,256</u>	<u>-</u>	<u>3,532,601</u>	<u>4,661,183</u>
DIRECT STUDENT COSTS					
Supplies and materials	82,823	-	-	82,823	42,242
Transportation	6,446	-	-	6,446	11,373
Contracted student services	78,728	-	-	78,728	157,543
Scholarships and awards	5,775	-	-	5,775	8,355
Vocational labs	5,870	-	-	5,870	20,900
Student activities	74,714	-	-	74,714	61,638
Student recruiting	152,849	-	-	152,849	131,107
Miscellaneous student costs	13,335	-	-	13,335	24,111
Total direct student costs	<u>420,540</u>	<u>-</u>	<u>-</u>	<u>420,540</u>	<u>457,269</u>
OCCUPANCY EXPENSES					
Building supplies and materials	-	-	-	-	1,644
Utilities	295,480	55,459	-	350,939	267,497
Contracted building services	162,707	30,539	-	193,246	83,932
Maintenance and repairs	40,023	7,512	-	47,535	62,947
Mortgage interest expense	418,680	78,582	-	497,262	429,052
Total occupancy expenses	<u>916,890</u>	<u>172,092</u>	<u>-</u>	<u>1,088,982</u>	<u>845,072</u>
OFFICE EXPENSES					
Office supplies and materials	19,442	3,649	-	23,091	24,686
Office equipment rental/maintenance	21,693	4,072	-	25,765	82,099
Legal, accounting, and payroll services	131,372	24,657	-	156,029	208,635
Telephone/telecommunications	33,296	6,249	-	39,545	90,828
Printing/copying	2,606	489	-	3,095	109
Postage and shipping	2,144	402	-	2,546	1,949
Other office expenses	424	79	-	503	892
Total office expenses	<u>210,977</u>	<u>39,597</u>	<u>-</u>	<u>250,574</u>	<u>409,198</u>
GENERAL EXPENSES					
Insurance	75,036	14,084	-	89,120	70,182
Transportation/travel	4,036	758	-	4,794	5,282
Food service	64,351	12,078	-	76,429	97,551
Membership fees	1,279	240	-	1,519	2,888
Administration fee to PCSB	19,961	3,747	-	23,708	30,155
Miscellaneous interest expense	10,652	1,999	-	12,651	1,033
Depreciation	285,794	53,641	-	339,435	350,824
Amortization expense	20,411	3,831	-	24,242	22,222
Other general expense	14,661	2,751	13,650	31,062	17,983
Total general expenses	<u>496,181</u>	<u>93,129</u>	<u>13,650</u>	<u>602,960</u>	<u>598,120</u>
RTTT-IIS Sub-Grantees Costs	<u>399,922</u>	<u>-</u>	<u>-</u>	<u>399,922</u>	<u>507,051</u>
Total Expenses	<u>\$ 5,418,855</u>	<u>\$ 863,074</u>	<u>\$ 13,650</u>	<u>\$ 6,295,579</u>	<u>\$ 7,477,893</u>

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Supplemental Schedule of Functional Expenses For the Year Ended June 30, 2013

	2013			
	Educational Programs	General and Administrative	Fundraising	Total
SALARIES, TAXES AND BENEFITS				
Salaries	\$ 3,063,848	\$ 568,177	\$ -	\$ 3,632,025
Employee benefits	251,742	46,684	-	298,426
Payroll taxes and fees	267,224	49,555	-	316,779
Contracted staff	293,018	54,339	-	347,357
Staff development expense	56,178	10,418	-	66,596
Total salaries, taxes and benefits	3,932,010	729,173	-	4,661,183
DIRECT STUDENT COSTS				
Supplies and materials	42,242	-	-	42,242
Transportation	11,373	-	-	11,373
Contracted student services	157,543	-	-	157,543
Scholarships and awards	8,355	-	-	8,355
Vocational labs	20,900	-	-	20,900
Student activities	61,638	-	-	61,638
Student recruiting	131,107	-	-	131,107
Miscellaneous student costs	24,111	-	-	24,111
Total direct student costs	457,269	-	-	457,269
OCCUPANCY EXPENSES				
Building supplies and materials	1,387	257	-	1,644
Utilities	225,651	41,846	-	267,497
Contracted building services	70,802	13,130	-	83,932
Maintenance and repairs	53,100	9,847	-	62,947
Mortgage interest expense	361,933	67,119	-	429,052
Total occupancy expenses	712,873	132,199	-	845,072
OFFICE EXPENSES				
Office supplies and materials	20,824	3,862	-	24,686
Office equipment rental/maintenance	69,256	12,843	-	82,099
Legal, accounting, and payroll services	175,997	32,638	-	208,635
Telephone/telecommunications	76,619	14,209	-	90,828
Printing/copying	92	17	-	109
Postage and shipping	1,644	305	-	1,949
Other office expenses	752	140	-	892
Total office expenses	345,184	64,014	-	409,198
GENERAL EXPENSES				
Insurance	59,203	10,979	-	70,182
Transportation/travel	4,456	826	-	5,282
Food service	82,291	15,260	-	97,551
Membership fees	2,436	452	-	2,888
Board of trustees ops.	-	-	-	-
Home school association	-	-	-	-
Administration fee to PCSB	25,438	4,717	-	30,155
Miscellaneous interest expense	872	161	-	1,033
Depreciation	295,943	54,881	-	350,824
Amortization expense	18,746	3,476	-	22,222
Other general expense	15,159	2,811	13	17,983
Total general expenses	504,544	93,563	13	598,120
RTTT-IIS Sub-Grantees Costs	507,051	-	-	507,051
Total Expenses	\$ 6,458,931	\$ 1,018,949	\$ 13	\$ 7,477,893



**REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS ON INTERNAL CONTROL
OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

The Board of Trustees
Integrated Design & Electronics Academy Public Charter School

We have audited in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Integrated Design & Electronics Academy Public Charter School (IDEA or the School), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities and changes in net assets and cash flows for the year then ended, and the related notes to the financial statements and have issued our report thereon dated January 15, 2015.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Washington, DC
January 15, 2015



REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

The Board of Trustees
Integrated Design & Electronics Academy Public Charter School

Report on Compliance for Each Major Federal Program

We have audited Integrated Design & Electronics Academy Public Charter School's (IDEA or the School) compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement that could have a direct and material effect on each of the School's major Federal programs for the year ended June 30, 2014. The School's major Federal programs are identified in the summary of independent public accountant's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its Federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major Federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major Federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major Federal program. However, our audit does not provide a legal determination of the School's compliance.



Opinion on Each Major Federal Program

In our opinion, IDEA complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2014.

Report on Internal Control over Compliance

Management of IDEA is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major Federal program as a basis for designing auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major Federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct noncompliance with a type of compliance requirement of a Federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a Federal program will not be prevented, or detected and corrected on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a Federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Washington, DC
January 15, 2015

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Schedule of Expenditures of Federal Awards For the Year Ended June 30, 2014

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Agriculture			
National School Lunch Program	10.555	n/a	<u>\$ 83,604</u>
U.S. Department of Defense			
Department of Defense Subsidy	12.910	n/a	<u>82,481</u>
U.S. Department of Education			
Pass-through programs from District of Columbia			
Title I, Part A Cluster			
Title I, Grants to Local Educational Agencies	84.010A	SG010A	207,826
Special Education Grants to States	84.027A	SG027A	49,231
Improving Teacher Quality State Grants	84.367A	SG367A	53,099
ARRA - State Fiscal Stabilization Fund - Race to the Top	84.395A	Unknown	60,803
ARRA - State Fiscal Stabilization Fund - Race to the Top			
Instructional Improvement System Grant	84.395A	Unknown	498,705
Carl Perkins	84.048A	Unknown	17,974
Impact Aid	84.041	Unknown	507
SOAR Academic Quality Grant	84.370	Unknown	28,619
Total U.S. Department of Education			<u>916,764</u>
Total Expenditures of Federal Awards			<u><u>\$ 1,082,849</u></u>

The accompanying notes are an integral part of this schedule.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Schedule of Expenditures of Federal Awards For the Year Ended June 30, 2014

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

All Federal grant operations of the Integrated Design & Electronics Academy Public Charter School (IDEA) are included in the scope of the U.S. Office of Management and Budget (OMB) Circular A-133 audit (the Single Audit). The Single Audit was performed in accordance with the provisions of the OMB Circular A-133 Compliance Supplement (the Compliance Supplement). Compliance testing of all requirements, as described in the Compliance Supplement, was performed for the major grant programs noted below. The programs on the schedule of expenditures of Federal awards represent all Federal award programs and other grants with fiscal year 2014 cash or non-cash expenditure activities. For our single audit testing, we tested the below Federal award programs to ensure coverage of at least 50% of Federally granted funds. Our actual coverage was 52%.

Major Program	CFDA No.	Federal Expenditures
ARRA - State Fiscal Stabilization Fund - Race to the Top	84.395A	\$ 60,803
ARRA - State Fiscal Stabilization Fund - Race to the Top Instructional Improvement System Grant	84.395A	498,705
Total		<u>\$ 559,508</u>

2. BASIS OF PRESENTATION

The accompanying schedule of expenditures of Federal awards has been accounted for on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Schedule of Expenditures of Federal Awards For the Year Ended June 30, 2014

3. SUBRECIPIENTS

Of the Federal expenditures presented in the schedule of expenditures of Federal awards for the ARRA - State Fiscal Stabilization Fund (SFSF) – Race to the Top Instructional Improvement System Grant, approximately \$400,000, was granted to subrecipients as follows:

Program Title	Federal CFDA Number	Subrecipient	Subrecipient Awards
U.S. Department of Education			
Pass-through programs from District of Columbia			
ARRA - State Fiscal Stabilization Fund - Race to the Top			
Instructional Improvement System Grant	84.395A	Community Academy Public Charter School	\$ 82,089
	84.395A	Friendship Public Charter School	181,591
	84.395A	Maya Angelou Public Charter School	31,727
	84.395A	Meridan Public Charter School	93,297
	84.395A	Perry Street Prep Public Charter School	11,218
Total Federal awards to subrecipients			\$ 399,922

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

Schedule of Findings and Questioned Costs For the Year Ended June 30, 2014

Section I – Summary of Independent Public Accountant’s Results

Financial Statements

Type of report of independent public accountants issued: Unmodified

Internal control over financial reporting:

Material weakness(es) identified? None noted

Significant deficiency(ies) identified that are not
considered to be material weakness(es)? None noted

Noncompliance material to financial statements noted? None noted

Federal Awards

Internal control over major programs:

Material weakness(es) identified? None noted

Significant deficiency(ies) identified that are not
considered to be material weakness(es)? None noted

Type of report of independent public accountants issued on
compliance for major programs Unmodified

Any audit findings disclosed that are required to be reported
in accordance with section 510(a) of Circular A-133? No

Major Program	CFDA No.	Federal Expenditures
ARRA - State Fiscal Stabilization Fund - Race to the Top	84.395A	\$ 60,803
ARRA - State Fiscal Stabilization Fund - Race to the Top Instructional Improvement System Grant	84.395A	498,705
Total		<u>\$ 559,508</u>

Threshold used to distinguish between type A and type B
programs \$ 300,000

Auditee qualified as low-risk auditee? No

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

**Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2014**

Section II - Financial Statement Findings

None noted.

Section III - Federal Award Findings

None noted.

INTEGRATED DESIGN & ELECTRONICS ACADEMY PUBLIC CHARTER SCHOOL

**Schedule of Prior Year Findings and Questioned Costs
For the Year Ended June 30, 2014**

There were no audit findings reported in accordance with OMB Circular A-133 for the year ended June 30, 2013.

Appendix J

TRANSMITTED VIA EMAIL

August 16, 2019

Erin Kupferberg
Senior Manager Financial and Academic Quality
DC Public Charter School Board
3333 14th Street NW #210
Washington, DC 20010

Dear Ms. Kupferberg,

As we previously discussed, to assist PCSB in evaluating IDEA's performance for IDEA's upcoming 20-year review, IDEA will submit NWEA MAP data as an alternative measure of student growth in English Language Arts and Math for the five-year period under review – academic years 2014-15, 2015-16, 2016-17, 2017-18, and 2018-19.

Student growth is a key measure of academic performance for IDEA because only a small percentage of students enter on grade level and ready to learn for 9th and 10th grade content. During the five-year period under review, only 26% of IDEA students entered on grade level in ELA and only 22% in Math. **The majority of IDEA students, as much as 67% in ELA and 71% in Math, entered at last two grade levels behind.**¹ Despite concerted effort by both IDEA's students and faculty, students who enter several grade levels behind often struggle with the PARCC, which tests a student's ability to do 10th grade English and Geometry without adjusting to their actual grade level in either subject. Accordingly, growth data is critical in assessing how IDEA is helping its students catch up and close the achievement gap.

Unfortunately, despite IDEA's understanding when it adopted the PMF that growth data would continue to be available as a school quality metric when the District switched its district-wide assessment from DC CAS to PARCC, growth data was unavailable for high schools in SY2014-15, SY2015-16 and SY2016-17. Growth data was available in SY2017-18 but was optional for high schools using the PMF as its measure

¹ The 10th grade class in SY2018-19 had the highest proportion of students in any grade who entered IDEA two or more grade levels behind, with 71% in ELA and 83% in Math. This analysis examined the number of 10th grade students who met or exceeded the 2015 NWEA MAP beginning-of-year status norm for their grade level, during the Fall of their first year at IDEA. This analysis encompasses 73% of full-academic-year 10th graders from SY2014-15 to SY2018-19.

of academic achievement, making it difficult for IDEA to present a complete and accurate analysis of our performance over the past five years. Accordingly, to fill in this gap in our performance data, IDEA will present NWEA MAP data as a measure of students' academic growth in ELA and math for the period under review. As the data below demonstrate, with the exception of SY2014-15, IDEA has achieved better than average growth for students tested² in both ELA and Math in each of the five years under review.

In ELA, IDEA students' growth scores ranged from 47 in SY2014-15 to as high as 60 in SY2015-16 and 64 in SY2017-18. In SY2018-19, IDEA students demonstrated growth of 54.5 with 100% of students tested. For the five-year period under review, IDEA students achieved an average growth score of 54 in ELA, with a five-year participation rate of 68%.

IDEA NWEA MAP ELA Growth Scores 10th Grade, Spring to Spring or Fall to Spring					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Median CGP ³	47	60	53	64	54.5
FAY Students with CGP	29	29	37	49	62
Total Number of FAY ⁴ Students	46	51	70	72	62

² IDEA understands that the participation rate is an important consideration for PCSB in evaluating this data. IDEA's participation rates are lower in earlier years of the review period, although still at least 50%, because IDEA used NWEA MAP data only as a diagnostic tool and did not know that it would need NWEA MAP data to demonstrate growth. As it became clear in the last two years that PARCC growth data might not be available or fairly reflect IDEA students' growth, IDEA took steps to ensure that a higher percentage of its students took the NWEA MAP test for ELA and Math. IDEA's NWEA MAP participation rates for SY 2017-18 were 68% for ELA and 71% for Math. In SY 2018-19, IDEA's NWEA MAP participation rates were 100% for ELA and 97% for Math.

³ The calculation of the median Conditional Growth Percentile (CGP) includes both Spring-to-Spring and Fall-to-Spring growth scores. With the goal of understanding growth trends for the largest number of students, returning students were not limited to Spring-to-Spring scores. For returning 10th graders, Spring-to-Spring CGP's were used where they were available; where they were not, Fall-to-Spring CGP's were substituted. Otherwise those students would be excluded from this analysis. For all new students, Fall-to-Spring CGP's were used. Students that did not have a CGP score were excluded from the calculation of median CGP.

⁴ FAY status indicates students who were present at IDEA with no interruption from October 5 through April 1. April 1 was chosen as it was the earliest opening date for the testing window across the five-year period.

Participation Rate	63%	57%	53%	68%	100%

In Math, IDEA students achieved growth scores above 50 in each of the years under review, with scores ranging from 55 in SY2017-18 to as high as 66 in SY2015-16. In SY2018-19, IDEA students demonstrated growth of 59 with 97% of students tested. For the five-year period under review, IDEA students achieved an average growth score of 58 in Math, with a five-year participation rate of 69%.

IDEA NWEA MAP Math Growth Scores
10th Grade, Spring to Spring or Fall to Spring

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Median CGP ³	56	66	56	55	59
FAY Students with CGP	23	33	40	51	60
Total Number of FAY ⁴ Students	46	51	70	72	62
Participation Rate	50%	65%	57%	71%	97%

We are still gathering data and conducting additional analysis but wanted to share with you our preliminary results. We welcome any questions you may have about the data or our analysis. Please let us know if there is additional data that would assist you as you prepare for our 20-year review.

Sincerely,

Justin Rydstrom
Executive Director

CC: Scott Pearson
Rashida Young
Laterica Quinn

Appendix K

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Qualitative Site Review Report Summary

Date: February 15, 2019

Campus Information: Integrated Design Electronics Academy (IDEA) Public Charter School

Grades: Ninth through Twelfth

Reason for Visit: Site Based Quality Review

Observation Window: January 25 – February 5, 2019

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Number of Observations: 28

Date: February 15, 2019

Summary

Enclosed is the Danielson Group (DG) team's report. You will find that the DG's Qualitative Site Review focuses primarily on the following observable areas: Classroom Environment and Instruction. The Qualitative Site Review (QSR) included members of the IDEA staff. Each observation was conducted with one Danielson Group consultant and one IDEA staff member.

The purpose of the QSR/DG study was two-fold: to examine the school's classroom environment and instruction and to provide feedback for administrators and the observed teachers based on a crosswalk of the Framework for Teaching and the Commitment to IDEA's School Community (CSC) & Commitment to IDEA's Instructional Practices (CIP). Components 2a, 2b, 2c, 2d, and 3a, 3b, 3c, 3d were evaluated using the Framework for Teaching Evaluation Instrument.

This feedback is based on the thirty-minute observations that were conducted in 28 classrooms. The amount of evidence collected is a 'snapshot in time' (ie., If the observer came into the room in the middle of a quiz, the level of performance in 3c/Engaging Students in Learning would potentially be lower; OR, level of performance in 3a/Communicating with Students might be higher if the observer came into the classroom at the beginning of the class as students were receiving instruction for their daily work).

For these observations, there are four Levels of Performance: Distinguished, Proficient, Basic, and Unsatisfactory (from the Danielson Framework for Teaching Evaluation Instrument). *The additional rating of IE indicates Insufficient Evidence.* The observer did not have enough evidence to fairly assess that component of practice. To rate teaching without the evidence to support the rating is not fair. In some cases, there was a bit of evidence, but again, to base a judgement on one or two pieces of evidence would not warrant an unbiased and accurate assessment of that component of teaching.

Per the observation reports made available to teachers: please note that the NA refers to Non-applicable. Components 2e and 3e were eliminated from evaluation in the observations.

These tables summarize the school's Levels of Performance using the Danielson's Framework for Teaching in Domain 2 and 3. The evidence column below includes language from the Evaluation Instrument, along with examples from the students and the teacher in each Level of Performance in the 28 observations.

Domain 2 – Classroom Environment

The Classroom Environment	Evidence	Levels of Performance	
2a. Creating an Environment of Respect and Rapport (teacher interaction with students/student to	Classroom interactions between teacher and students and among students are highly respectful (teacher and students us "Please", "Thank you", I'm sorry"; call on each other by name) reflecting genuine warmth (use of humor: teacher jokes about his artwork, "I was afraid you'd say circles instead of people"; Oh, orange hair—brilliant"; teacher jokes with students, calling them "Backup dancers", "Baby", "My leading ladies"), caring, and	Distinguished	18.5%

student interactions)	sensitivity to students as individuals (“Alright, so ‘hi’...I recognize your faces from seeing you around”; “Isaih, show off the sweatshirt”). Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class (student asks another student to ‘respect me please’; student complies when asked to move by another student; students debate saying, “I agree” or “I disagree”; students ask permission to move their group to not block the door and ask classmate “can you see—is that better?”). The net result is an environment where all students feel valued and are comfortable taking intellectual risks (“Who can rep our work up there while the rest of us make fun of them?”/teacher and students laugh; “We’ve got a creative guy drawing”; student says, “I can’t cut very good” , teacher says, “You can follow the lines, I have faith in you”).		
	Teacher-student interactions are friendly and demonstrate general caring and respect (teacher calls on students by name; students support each other by clapping when a team wins a game; teacher says, “Excuse me - when I am talking, our culture here is when someone is talking we show respect.”). Such interactions are appropriate to the ages, cultures, and developmental levels of the students (teacher prompts students to engage and keep up the good work and try. “Just try - just try baby... just try”; when a student burps out loud. He says “excuse me” and apologizes to the class; student needs a break and teacher offers the option to get a drink of water or take a walk; student says, “two times this year, I forgot my deodorant”/teacher responds to group, “ go to nurse, or come to me--I will have supplies for you”; students and teacher laugh when S asks, “Do I have to remember all that?”). Interactions among students are generally polite and respectful, and students exhibit respect for the teacher (students seated quietly when teacher speaks; teacher works at eye level with students when talking with them; students turn to listen to teacher when she speaks). The teacher responds successfully to disrespectful behavior among students (teacher and student debate about the different between being prepared and timely). The net result of the interactions is polite, respectful, and business-like (students feel comfortable to call out; when student raises hand, teacher says, “Just tell me”), though students may be somewhat cautious about taking intellectual risks (“Janai? Nope? Can I read your number 4? Nope?”; teacher asks another student, and is allowed to read his response; “This is not to embarrass you...there are ____ of us in here to help each other—how are we going to improve?”).	Proficient	59.3%
	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher	Basic	22.2%

	attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.		
	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior. (no examples scripted)	Unsatisfactory	0%
		IE	0%
2b. Establishing a Culture for Learning (importance of and expectations for learning/student pride in work)	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language. (no examples scripted)	Distinguished	0%
	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students (teacher says "Do we all have some data on the wall that we're not real proud of?"; "Dominique went to the wall—that's his business, not yours"; teacher addresses two male students "I need you to start talking about staying after school - have that conversation with your parents since I am pushing you to algebra 2 and geometry"). Students understand their role as learners and consistently expend effort to learn (When asked if the students need more time to finish their work, most students raise their hand for an additional five minutes; Students raise their hand to seek feedback from the teacher; teacher says, "Brilliant—thank you for working together"; teacher gives principal point; "Remember the walk of shame and doom that you all said, please don't tell anybody?"). Classroom interactions support learning, hard work (students say the activity is too hard and the teacher offers a strategy to help the students complete the task; "This is going to live in your binder..."; "If you don't have it, are you going to get that 'easy A'?") and the precise use of language ("You know I'm very, very big about knowing what first?" students respond; teacher refers to the importance of gaining vocabulary and understanding how to use it in sentence construction).	Proficient	28.6%
	The classroom culture is characterized by little commitment to learning by the teacher or students (student asks, "is this enough?", teacher says, "yes", student stops working). The teacher appears to be only "going through the motions, ("Remember, we aren't solving the problem, just writing down the three things") and students indicate that they are interested in the completion of a task rather than the quality of the work (teacher indicates during the introduction if students follow her	Basic	17.9%

	directions, they will “pass the class”; student says he has helped his partner,, teacher replies, “If you been telling him the answer, why isn’t it written down on your paper?”). The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language (‘solving inequalities’ is mentioned one time in math class). High expectations for learning are reserved for those students thought to have a natural aptitude for the subject (teacher comments about what they have forgotten while away from school and comments only on low level learning details (capitals and # of sentences).		
	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand (student asks question off topic and teacher says, “You’re actually in government class”; teacher puts hand on hip and frowns at student, who says, “I forgot that I had to re-write it”). Hard work and the precise use of language are not expected or valued (teacher argues with student, saying, “that is not a good use of your time”; “I want you to pull out your book”, student says, “I don’t have a book”, teacher replies, “That’s because you were late”). Medium to low expectations for student achievement are the norm (teacher moves to talk with male student and he says he hasn’t been doing anything, teacher puts hand on hip and shakes her head), with high expectations for learning reserved for only one or two students.	Unsatisfactory	3.6%
	Some evidence for 2b (both negative and positive) elicited from 14 observation reports, but insufficient overall to determine a level of performance: teacher says, “Time is valuable-time is wasted... each one of you had a role”; teacher says, “Can you stay today so you can make progress?”; “Thanks to everyone for sharing”; teacher writes something on side board—principal points?; teacher asks, “How do you keep your classmates accountable?...So we need to encourage Jocelyn to do what, Jocelyn—Jocelyn” Come on time”; “Marquia—do you think we’re on track?”; “This is our house, We have to take care of our house”; “That’s our goal to be going up--I want us to surpass our goal”; student complains, and teacher says, “You’re gonna like it. If you have papers from last quarter that you don’t like, you can throw it in the trash”; student says, “ I don’t like science”, teacher doesn’t respond	IE	50%
2c. Classroom Management (groupings/transition s/materials/ routines/supervision of paraprofessionals)	Instructional time is maximized due to efficient and seamless classroom routines and procedures (“please turn your paper over; teacher adjusts projector to show video). Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies (students distribute worksheets). Routines are well understood and may be initiated	Distinguished	3.6%

	by students (students move chairs and desks in transitions; student group moves away from obstructing the doorway).		
	There is little loss of instructional time due to effective classroom routines and procedures (teacher provides both oral and written support providing students reinforcement of the routines and procedures; “Put your name on the front and number the first seven pages---back and front”; “Who has a phone? Adrian, could you set a timer please?”). The teacher’s management of instructional groups and transitions, or handling of materials and supplies (students post chart papers around the room; materials and resources are available to students-- binders, handouts, calculators; teachers use timers; students manage the handout of materials), or both, are consistently successful (when technology fails, student work is uninterrupted because they have a paper copy of the work). With minimal guidance and prompting, students follow established classroom routines (students use ‘bathroom pass’; after data analysis, students are asked to clean out notebooks for new semester--“Thumbs up means that your folder is ready to go”; student sharpen pencils with permission; “Please make sure you have a pencil or a pen”; “Please put away our phones”).	Proficient	64.3%
	Some instructional time is lost due to partially effective classroom routines and procedures (two 3-minute rotations are completed during the observation; students wait or look for materials and clean up their work table from the previous class using the lab). The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning (it takes 7 minutes for all students to retrieve the materials they need to get started on the lab-- students are looking for beakers and alcohol they need in later steps of the process; students need to wash the beakers as they have residue in them from a previous lab; when students go to stations, there are 5 at one station, 4 at a station, and 2 at another; some students read the station descriptions, some just stand on or near the equipment; co-teacher distributes composition books while teacher instructs; student calls out, “Can I get a sharpie”, co-teacher provides). With regular guidance and prompting, students follow established routines (when teacher moves near a station, students react and attempt to follow written directions).	Basic	14.3%
	Much instructional time is lost due to inefficient classroom routines and procedures (teacher and para-professional take 6 minutes to move and set up a new seating arrangement; loss of instructional time as much time needed to be taken to get students on their tablets, find the prompt and begin to write; teacher takes two minutes looking for a pencil for student to use; There is little or no evidence of the teacher’s managing instructional groups and transitions and/or handling of materials	Unsatisfactory	7.1%

	and supplies effectively (students throughout the lesson are unclear who the “group leader” is and the role the group leader plays). There is little evidence that students know or follow established routines (students raise their hand for materials or directions that are not in their folder; student says, “You didn’t give me a folder, teacher replies, “you don’t get a folder”; teacher asks, “Where is your Fryer model? It should be in your folder. I don’t see it I will get you another one”; “I need you to decide who is going to do what”).		
	Some evidence for 2c (both negative and positive) elicited from 3 observation reports, but insufficient overall to determine a level of performance: One male student has laptop on his desk, no other students have laptops; some students use calculators, others do not; teacher says, “I’m going to go ahead and collect the work”—students groan, “no”	IE	10.7%
2d. Managing Student Behavior (expectations/monitoring behavior/response to misbehavior)	Student behavior is entirely appropriate (no misbehavior occurs). Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct (students pay attention to teacher when she is speaking and listen to each other during class discussion). Teacher monitoring of student behavior is subtle and preventive (teacher stays close to students in the center of the room). The teacher’s response to student misbehavior (no misbehavior) is sensitive to individual student needs and respects students’ dignity.	Distinguished	17.9%
	Student behavior is generally appropriate (students do not call out or disrupt one another; behavior is appropriate). The teacher monitors student behavior against established standards of conduct (“Don’t laugh—don’t giggle,’ cause it’s not funny”; “Are you talking to ____ who’s not in your group, and ____ who’s not in your group?”; “Are you listening to what they are saying? What did she say?”). Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective (“3-2-1. Alright” —students stop talking; some talking occurs when a student is responding, but stops when teacher looks at the students; “stop and listen, Mr. K”; teacher uses “Sh” to get students to stop talking in their groups).	Proficient	53.6%
	Standards of conduct appear to have been established (teacher refers to classroom rules; teacher pulls a hoodie off a student, asks a student to take off their ear plugs, requires a student to pull up his pants), but their implementation is inconsistent (during the first ten minutes of class, some students begin working sooner than others while others wait in line to get their materials; student uses a cell phone- warning is given for the student to put it away and when teacher sees her phone out again, asks the student to her in the hallway, after which the student re-enters the room and goes back to her seat). The teacher tries, with uneven results, to monitor student behavior (teacher attempts to talk to the class about directions for the class, but students continue to speak	Basic	21.4%

	while he does so; teacher addresses a student who is talking aloud while her back is to the student saying “get your voice off” but the student continues to talk) and respond to student misbehavior.		
	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior (students disrupt class by calling out and teacher’s response is ineffective as students continue or repeat the behavior later in the class; student has headphones and phone out; female student is listening to music on her headphones and swaying back and forth in her seat-- teacher asks her “can you please cut that off Kalisha” and she looks at the student. Later, the student has the earphone on again), and response to students’ misbehavior is repressive or disrespectful of student dignity.	Unsatisfactory	7.2%
	(no examples scripted)	IE	0%

Domain 3 – Instruction

The Classroom Environment	Evidence	Levels of Performance	
3a. Communicating with Students (expectations/directions/ Explanations/use of oral and written language)	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding (student reads the objective, learning activity and essential questions). The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests ("Christian's answer was loaded and used vocabulary. Cold switching - your example was good."). Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used (teacher invites students to explain the content to their classmates; 3 students come to the board to explain their strategies/students clap for each other). The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary (students say, "We can divide it using ratios and proportions"; "Like a prestigious person with class they talk more correctly or properly - they will get the job"; "language is used to oppress people, like when you have people different areas and different backgrounds, you have different types of - like how people talk. Some people might use slang and some people proper language").	Distinguished	10.7%
	The instructional purpose of the lesson is clearly communicated to students ("Today, we are going to look at aspects of purchasing a home"; "the whole point is that we come in to learn about DC history"), including where it is situated within broader learning ("We are going to finish with the personal comments in the next 2-3 weeks"; "We already know this work from about a week ago"; "Why do we have to copy that? Because when you write things down, you tend to remember better"; teacher knocks on the steel around the windows in the room to help students think about steel products); directions and procedures are explained clearly ("The timer's set. You are going to answer the questions. This is individual work"; "Your exit ticket is to define reconstruction based on the scenario") and may be modeled (teacher models the process to be followed in the task; "Can you repeat what we have to do? Jared, can you repeat?"; "You will want to have two things under the K and two things under the W"; teacher makes KWL chart on the board; students write). The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience (teacher describes getting off focus/going to the mall/ enjoying a beautiful day ; "I think there are some real issues here that are unique..."/teacher talks about	Proficient	42.9%

	marijuana use and legalities; “Look at the text for DC history— what’s on the cover?”; “Let’s take a field trip to this map”). During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently (teacher asks the students if they would like a strategy to help complete the task and the students accept this strategy, continuing to work on the task; “What can you use before you even complete this? “/students: Dictionary.com”) and invites student intellectual engagement (creating a KWL chart, watching a graphic art video, explaining home mortgages). The teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. The teacher’s use of academic vocabulary is precise and serves to extend student understanding.		
	The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion (one table group must re-do the experiment; teacher repeats throughout the lesson, “this is how we pick or word problems apart”). The teacher’s explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher’s explanation does not invite students to engage intellectually (“Um, so this is to help you align with PARC. Some of you will be taking PARC and some of you won’t”) or to understand strategies they might use when working independently (Do Now is displayed on the board; no explanation is given orally; teacher’s explanations of content are procedural, with no indication of how students can think strategically--“Can I get someone to read out 1-10? What is the first thing we are doing?”; “Wherever you are, it’s a great place to stop”). The teacher’s spoken language is correct but uses vocabulary that is either limited (in describing the bench the students were going to build, teacher uses several tier 2 vocabulary terms, including durable, dimension lumber, significant, functionality, – i.e. durable, “it would last a long time”) or not fully appropriate to the students’ ages or backgrounds (students are unclear of what integrated means, teacher does not elaborate on the definition but says— “Okay, I am going to give an example. Do you know what an HBCU is? How do ya’ll not know. Do you follow along? Probably not”). The teacher rarely takes opportunities to explain academic vocabulary (students repeat three times the pronunciation of the words and their definition – choral response).	Basic	35.7%
	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing (table groups cannot identify their group leader; teacher must restate the directions several times throughout the lesson; “I need you for to make sure you read your protocol... where is your lab protocol? Your team leader should have your lab protocol”; “some people seem to have a misconception about some things”). The teacher’s explanation of the content contains major errors and does not include any explanation of strategies students might use (“I need your listening, you are not in trouble, I just need to make sure you	Unsatisfactory	0%

	understand”; “This is what’s left over from it. Again, we went over this on your task sheet.”). The teacher’s spoken or written language contains errors of grammar or syntax. The teacher’s academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.		
	<i>Some evidence for 3a (both negative and positive) elicited from three observation reports, but insufficient overall to determine a level of performance:</i> “Give me that stuff that you should be forming into a sentence. This is math LITERACY”; “So you see now why there is that blue line over the calculator?”; “The way it works - you have questions on this paper using the paper (syllabus). There are two questions not in the syllabus. Name two assignments in this class... you can take a guess or put ideas of what you find in the syllabus; “Let’s go guys... so remember you have to sketch your design first. Once you sketch your design raise your hands and I need to sign off and then you can begin designing. Sketch it out first, then you can start building...”	IE	10.7%
3b. Questioning and Discussion Techniques (quality of questions/discussion techniques/participation)	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another’s thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. (no examples scripted)	Distinguished	0%
	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding (“How can the quest for power and freedom impact one’s actions?”; “Who can give me an emotional connection to a work?”; “Remember I mentioned social stratification. My question is who do you think is going to have more power? What clue do you have or indicators in the title?”). The teacher creates a genuine discussion among students (each student is asked to give an opinion, “Anybody else want to give an opinion?”; discussion among students: “That’s a push and pull”, “If I’m renting, that’s what the owner would have to do”; “Now let’s go opposite...what do we see in the ‘real’ DC”? Students offer responses, rec centers, schools, hoods, summer jobs programs, restaurants, etc.; “What if we just listed the other factors of 45” Corey “2 and 22.5”, other students offer 3 and 15, etc. Corey defends his answers, “2 and 22.5”, teacher reminds him—“we are just looking for perfect squares”), providing adequate time for students to respond (students work with partners or in trio groups for 8 -10 minutes) and stepping aside when doing so is appropriate (“I’m not going to lean in either way”). The teacher challenges students to justify their thinking (“___, what you got?” Student says, “Constitution” and teacher probes, “Why did you say that?”; “Who did this one?” “Please explain what you did”) and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Proficient	32.2%
	The teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance (students are asked to select two positive and two negative data points from	Basic	25%

	a summary sheet for their classes; when no students respond to “What did you find out about Also Leopold?” “What was the bench he created?”, What kind of lumber is this?”, teacher answers the questions; “What are some instruments?” students name instruments;). Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved (“Is there anything else here that we think is important? Any numbers we haven’t written down on our paper?”, but only four students are involved--Dylan, Marquia, Dena, Kayla; “When it says ‘intensity’, what are we talking about?” one student responds, and teacher asks for more description; then provides description herself; teacher asks students to name a rapper, but only two students respond), The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results (“What type of music has the most to do with improvise?” –one student responds, “Classical”, and teacher corrects).		
	The teacher’s questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession (“anybody ever hear of aerobic exercise?” Student responds, “When you are moving, dealing with air”; “We have aerobic and anaerobic—what does anaerobic deal with?”). Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers (“Can anyone give me an example?”/no response, teacher gives example of weightlifting, cross training); the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion (“3 questions: What are you looking to get out of the class? Why is phys ed. important to you? What is your goal?” Students write independently but are not asked to share out their responses).	Unsatisfactory	3.6%
	Some evidence (if gathered) for 3b (both negative and positive) elicited from 12 observation reports, but insufficient overall to determine a level of performance (no examples scripted).	IE	50%
3c. Engaging Students in Learning (activities and assignments/grouping/pacing/materials and resources)	Virtually all students are engaged in challenging content through well-designed learning tasks (Do Now, conversations with student- created artwork, map skills) and activities that require complex thinking by students. The teacher provides suitable scaffolding (teacher urges students to bet on how many pictures of ‘political DC ‘ will appear when they do a google search of the term DC) and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content (“I dare you to go to another part of the country and ask for mambo sauce”; “If you go downtown and ask for mambo sauce, they won’t know what you’re talking about” having students compare the ‘real’ DC with the political DC); students may serve as resources for one another (“James/one of the ‘artists’ at the board/ is feeling overwhelmed—can you give him a specific one?” ; “Look at James, he’s all stressed out”/from too many student’	Distinguished	3.6%

	responses; teacher and students laugh; students put heads together and talk, pointing to other places on the map). The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.		
	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking (engineering and design project offers students a variety of ways to complete the task), inviting students to make their thinking visible (students improvise what instruments they are demonstrating, along with what emotion is prompted from the Wheel of Improvisation; students are encouraged to use Smartphones since SmartBoard is not working; students write on 5 different pieces of chart paper to replicate 6-sided cube; 3 male students—sophomore, junior, and senior, complete a math problem on the chalkboard; materials for students include tape, card board, rubber bands, string and directions and the rubric; teacher provides a graphic organizer for the students complete – text/words/connotations; all students highlight, respond to choral response and take notes in the their notebook). This technique results in active intellectual engagement by most students with important and challenging content (students conduct the experiment to find the DNA of two pieces of fruit. Before beginning the teacher reviews the procedures (protocol handout and visual steps of the lab) and the students read the directions aloud. Next, the teacher reviews the materials students will need for the experiment; “Think outside the box, y’all”) and with teacher scaffolding to support that engagement (teacher introduces the term, ‘budget’ and describes to students how that looks as a homeowner with a mortgage, then begins the video; students watch video and respond to questions each time teacher stops the video; “None of us are experts. Have any of you ever bought a house before? No one is right or wrong. It’s based on your opinion”). The groupings of students are suitable to the activities (students are animatedly debating/half the students are on one side of the room, some seated, some standing/teacher uses expressive voice and hand gestures in responding to student’s arguments; small groups of 4, and whole group for introduction and summary of the design project; students get to choose which group to be in/rent a home or own a home). The lesson has a clearly defined structure (debate, discussion, vocabulary review, video; do now, discussions, sentence work and vocab review), and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged (“Take a minute to ...”; “I’ll give you about 30 seconds to think and then we’ll watch again”).	Proficient	39.3%
	The learning tasks and activities are partially aligned with the instructional outcomes (students are completing a word search during the lesson) but require only minimal thinking by students (for 25 minutes of the lesson, a group of students listen to the	Basic	35.7%

	teacher provide solutions on the white board from a pre-test taken the previous day; engagement with the content is largely passive; the learning consisting primarily of facts or procedures with little opportunity for the students to explain their thinking. The task has only right answers) and little opportunity for them to explain their thinking (matching game asks students to match a term with a definition – teacher repeatedly asks students to respond, one student “does the work” – the others watch), allowing most students to be passive or merely compliant (male student, sitting away from peers, lays back in his seat, does not appear to be writing; engagement from some students was passive, evidenced by their behaviors--heads on the table or ear phones in their ears and not listening to the teacher). The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure (I do, you do, we do; students complete Do Now, clean out notebooks, no agenda for content, except preparation for students to move to opposite sides of the room as directed by co-teacher); however, the pacing of the lesson may not provide students the time needed to be intellectually engaged (“How many have finished?”/no hands raised; teacher announces they may not finish the lab and moves them to an exit ticket during the last three minutes of class) or may be so slow that many students have a considerable amount of “downtime” (“You’ve got 30 seconds”/teacher provides three more minutes for students to finish the problem/teacher re-sets the timer for more time; “Let’s go. Three minutes have passed at this point, I need to see people writing”; two female students seem to be finished, and talk with each other after three minutes).		
	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities (teacher tells group, “I’m going to pair you and students groan; “You’re staring off into space. Not working with your group? What’s your problem?”/teacher walks away; group in front interacts with teacher and each other on a limited basis, while the group in the back do not interact with the instruction). The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed (teacher repeats three times, “Use your time wisely—let’s go”; “Can I see a show of hands, how many are finished?” teacher counts 3-4 hands; out of the 18 students, “How many are still on question three?”; “Sit up. You have less chance of falling asleep if you are sitting up”).	Unsatisfactory	7.1%
	Some evidence for 3c (both negative and positive) elicited from 4 observation reports, but insufficient overall to determine a level of performance: “Jade, do you want to demonstrate at the stations?”; Jade moves mat and roller over and demonstrates; “Pick any station” --no one goes to the bike station”; “You’ve got 7 minutes”; students in the table group talk with each other about the work; “OK, we’re gonna share out real quick; “Last quarter we read Fahrenheit 451—and you loved the book. We were excited	IE	14.3%

	about every page”; student calls out, “I want to read a book about basketball.”)		
3d. Using Assessment in Instruction (assessment criteria/feedback/monitoring/student self-assessment)	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students’ misunderstandings. (no examples scripted)	Distinguished	0%
	Students appear to be aware of the assessment criteria (teacher makes criteria clear to the students and has them repeat the criteria several times throughout the lesson; “I am expecting five - seven sentences”; teacher tells student, “You just told me. All you had to do was add these parts”; “Remember, you need 20 points at the end to earn an A for homework grade”; “You know that the texts you are reading are on grade level”), and the teacher monitors student learning for groups of students (teacher circulates, leaning in to students as they work and speaking with them as they discuss in their groups). Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific (teacher notices students have written the key on their paper/she announces to the class that is a good strategy; “You are thinking about... flight. What do you think that means? If the sea /teacher gestures with hands and head nods/” I love that... those are great”; “You are 100% correct, but I think you are taking this out of context”; “Aaron, you answered my question beautifully”; “You told me these were similar triangles and that’s what I want to hear”; “No, it’s not wrong, I just want you to explain it”; “Group check - Corey is going to show what he did on the board”; “I saw a lot of interesting approaches”) some students engage in self-assessment (“I do not mind if you check with a partner or check with one of us”; student says, “I am trying to figure out how to get out of here”; student asks, “If we were to do that on a test, would it be wrong?”; student says about her peer, student: “I notice they be tryin’ harder’).	Proficient	28.6%
	Students appear to be only partially aware of the assessment criteria (“Any questions about what I need you to do? Anybody confused about this?”; “If you don’t know how to do it, what should you do?”; teacher leans in and talks with students in their groups;--“well about 50% maybe”; student says, “I don’t know. I’m confused”; “Do you guys know what you are doing over here?”; “This is the lab protocol... you only need one for the call - you are getting a group grade for this”) and the teacher monitors student learning for the class as a whole (students and teacher review the syllabus: teacher asks, “When is your first graded assignment? Student: “Tuesday”; “How much is your third quarter portfolio worth?”; “Can anybody guess why we are going to write	Basic	42.9%

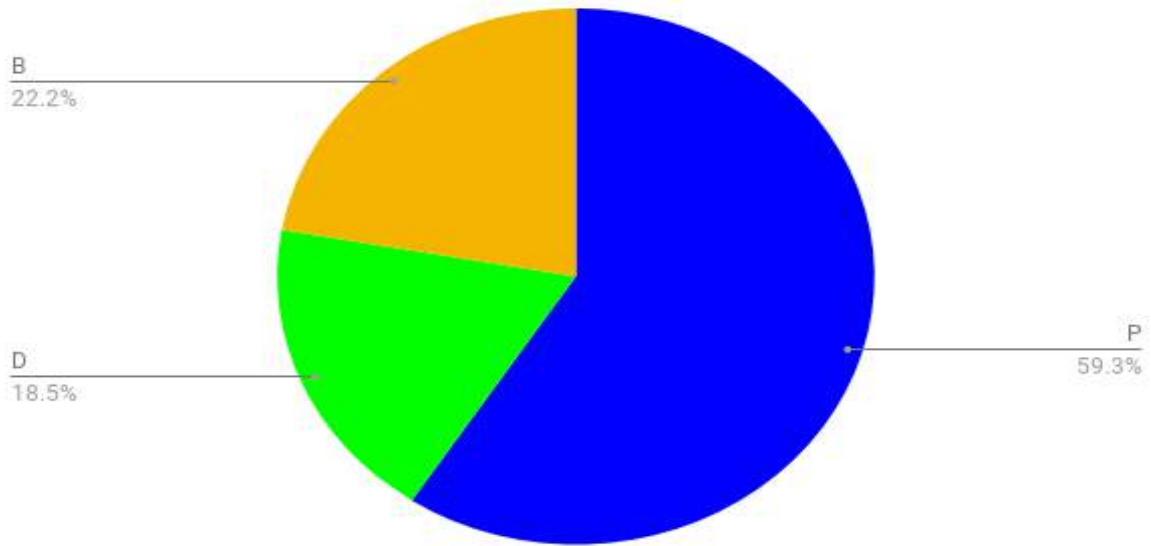
	in this class?"; teacher moves from student to student as they work independently; teacher provides exit slips for students). Questions and assessments are rarely used to diagnose evidence of learning ("What are those signs, we just did them today"; "Everyone is getting stuck on 3"; "You've got to be more specific"; "Does that make the question clearer?"). Feedback to students is general ("You are doing a great job" teacher says at the end of the class to the whole group; "Students I need to make sure you are on task - part of your grade - be mindful of your rubric."), and few students assess their own work ("Whatever you feel like you need to work on, you need to let me know"); teacher iterates students could do the work, but they chose not to do the work. It appears some students realize their work ethic is inconsistent and are making choices as to whether or not they complete the work; "What can I do as your teacher to help?", student: "give us more time to do Achieve 3000 in class").		
	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning (The teacher administers a pre-assessment to students in the previous class and she uses this class to review errors the students made on the assessment. She goes over question by question. She demonstrates the solution on the board (across the room). The teacher makes no effort to determine if the students understand the solution. Once she solves the problem on the board, she goes onto the next problem) feedback is absent or of poor quality. Students do not engage in self- or peer assessment (no opportunity, not observed).	Unsatisfactory	3.6%
	Some evidence for 3d (both negative and positive) elicited from 7 observation reports, but insufficient overall to determine a level of performance (When students are debating, teacher steps back allowing their conversations; teacher leans in to look at student's paper and comments	IE	25%

Report Findings

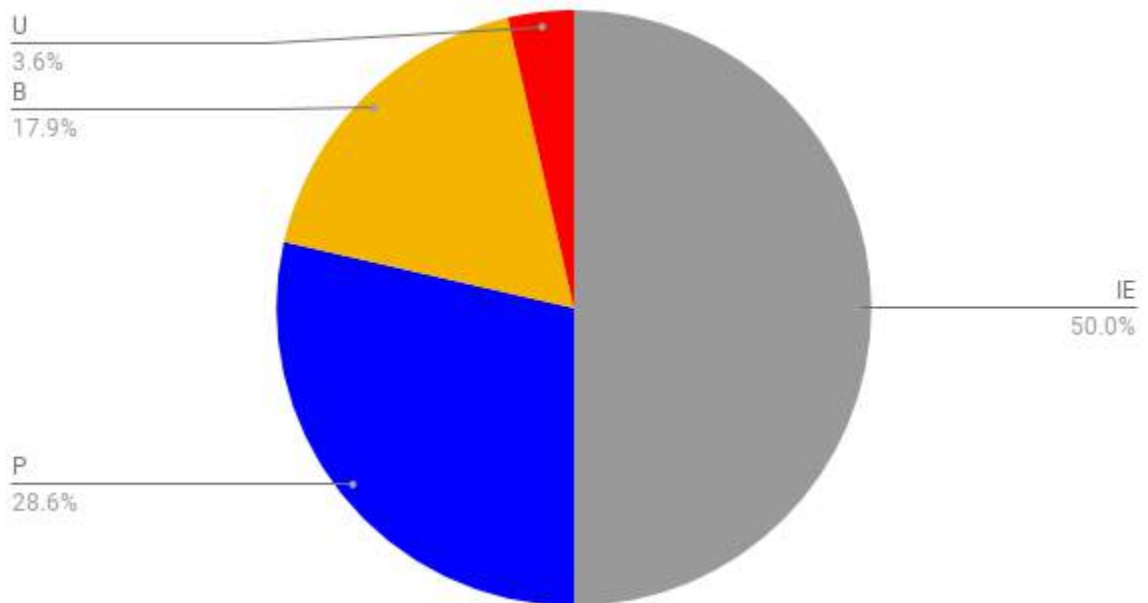
- The reader will notice that, across the board, the observers applied the rating of IE in more incidences of 2b/Culture for Learning and 3b/Using Questioning and Discussion Techniques. In terms of 2b/ Culture for Learning, this is determined by the students' pride in work, high expectations for all students, and the importance of the work itself. While evidence for 2b was not frequently observed in the classroom setting, there is evidence of a positive and caring the 'school' culture. Observers noted instances of administration, faculty and staff consistently monitoring hallways during passing periods of the school day. Displays promoted high expectations for students, both social emotional and academic in nature. The importance of working hard and obeying rules at school, and pride in the work (positive message posters, quality student work displayed, data walls displaying student achievement and success) was prevalent throughout the building.
- With 3b/Using Question and Discussion Techniques, the rating is determined by the teacher's ability to create and foster discourse, not only between the teacher and the students, but more importantly, student to student. Within both of these components, is the fostering of student engagement, therefore, one would expect to see higher levels of performance with 3c. These components impact participation from students and promote deeper thinking skills within that discourse. The teacher releases 'control' and the students gain ownership of their learning. Overall, question techniques used by teachers in the lesson were used for assessment, rather than discussion. *The DG team recommends professional development for teachers that focuses on discussion techniques that promote student-to-student discourse, collaboration and total participation from the students.*
- As the data suggests, the 2a/Respect and Rapport between teachers and students (and staff) is a strength for IDEA. Creating an environment of care, both in classrooms and in the school, is essential to a student's success. This positive caring environment most likely supports IDEA's success in 2d/Managing Student Behavior as well.
- Departmentally, it appears English and Mathematics teaching practices are relatively stronger in Domain 2/Classroom Environment, than the other departments. Scores for 2c/ Managing Classroom Procedures shows 100% of teachers scoring proficient or above and 2a/Respect and Rapport, These departments also show high levels of success in component 3a/Communicating with Students.
- Managing Classroom Procedures/2c is an area of weakness for science teachers. Formative observations and discussions of room arrangement and material and supply distribution would increase instructional time. Efficient classroom procedures would enhance behavior engagement of students during the activity.

- Using Assessment in Instruction/3d is also an area IDEA could explore for professional growth. Specifically, the quality of the feedback to students and engaging students in self and peer reflection are two aspects of assessment that require attention. As noted in the evidence, many questions the teachers used throughout lessons were to assess student understanding. Most of the time, the questions were directed to the whole group by the teacher, and individual students would respond. Moving towards feedback that is timely, consistently of high quality and promotes student learning for all students would be a next step. Likewise, students reflecting and monitoring their own learning fosters engagement and ensures students understand the learning outcomes of the lesson. *The DG team recommends professional development for teachers that focuses on how teachers can consistently provide students with high quality feedback that promotes student learning.*
- Domain 1 components of practice are tightly connected and essential to the success of Domains 2 and 3. Specifically, Component 1e/Designing Coherent Instruction and 1a/Setting Instructional Outcomes support 3c/Engaging Students in Learning. Professional development opportunities providing teachers support in designing lessons that promote maximum engagement would be a logical next step. Likewise, 1f/Designing Student Assessments would support implementation of 3d/Using Assessment in Instruction.

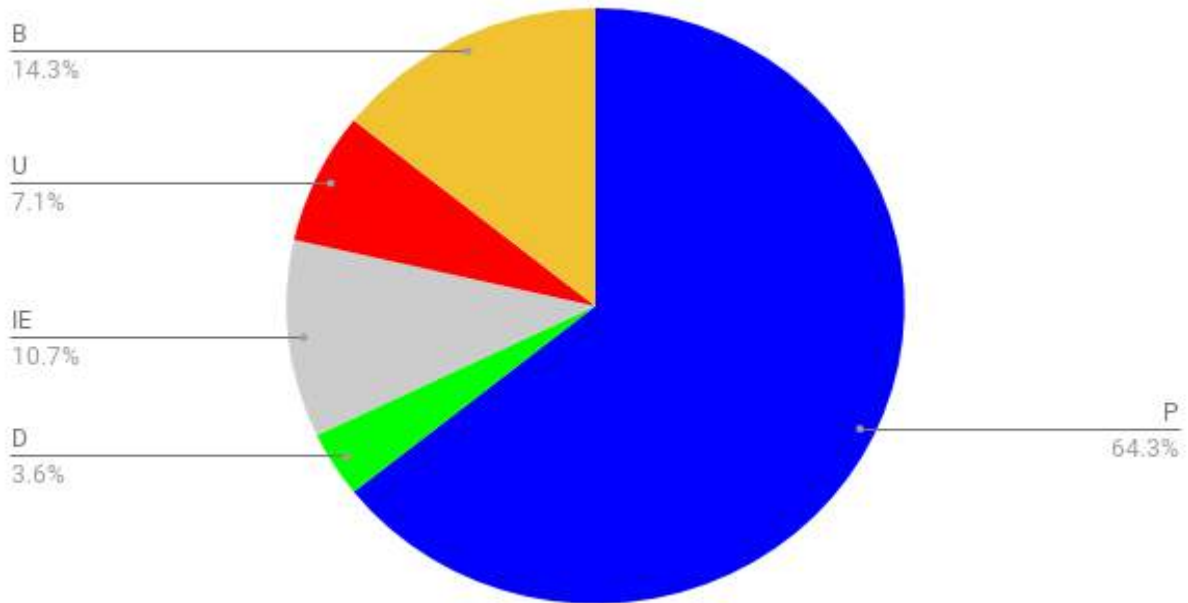
Component 2a - Respect and Rapport



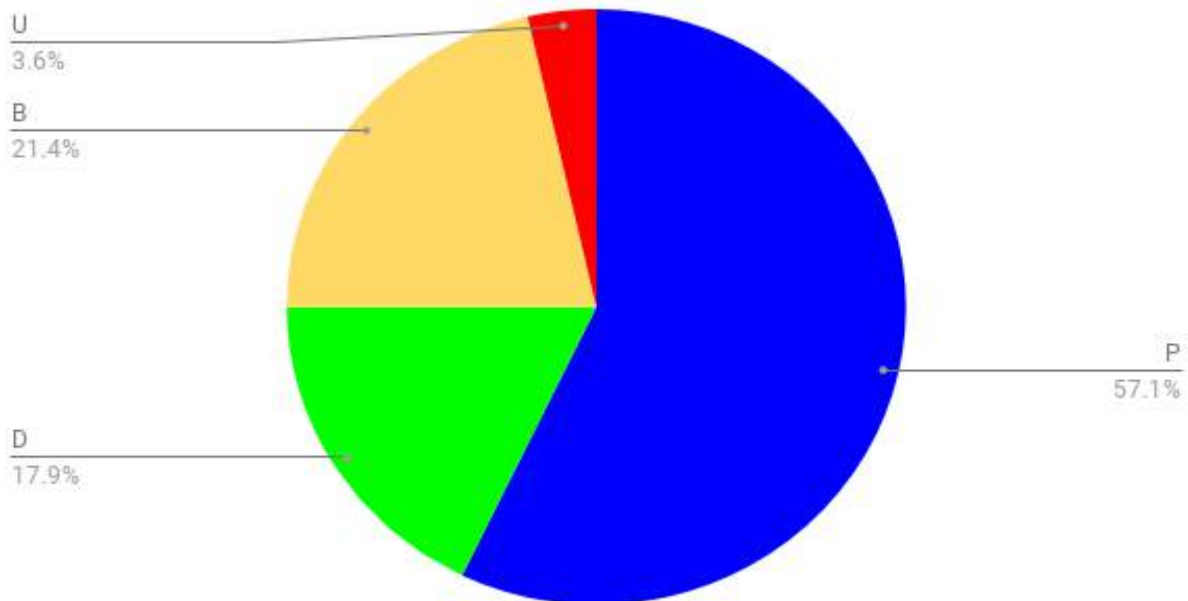
Component 2b - Establishing a Culture for Learning



Component 2c - Managing Classroom Procedures



Component 2d - Managing Student Behavior

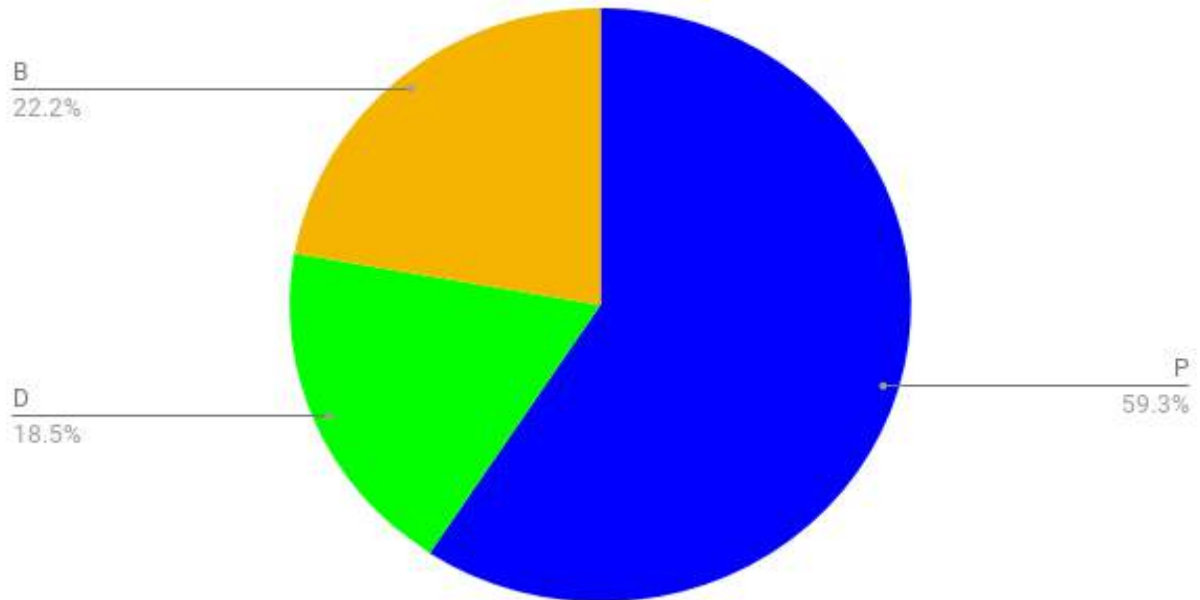


Appendix II

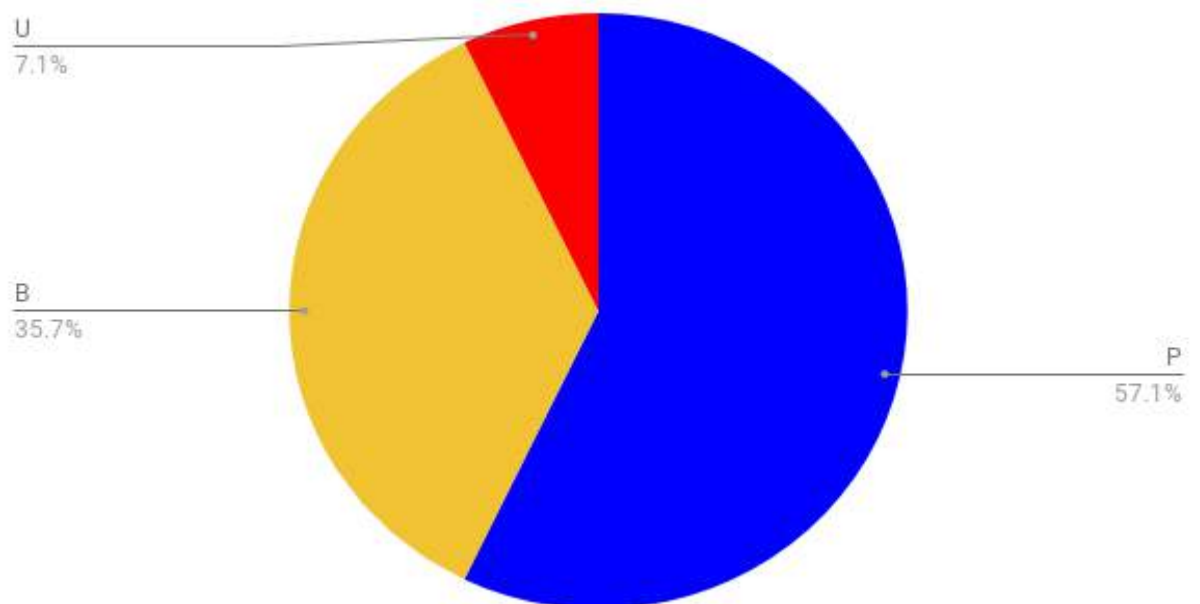
These graphs indicate percentages of levels of performance for scored observations.

Domain 2 – Classroom Environment

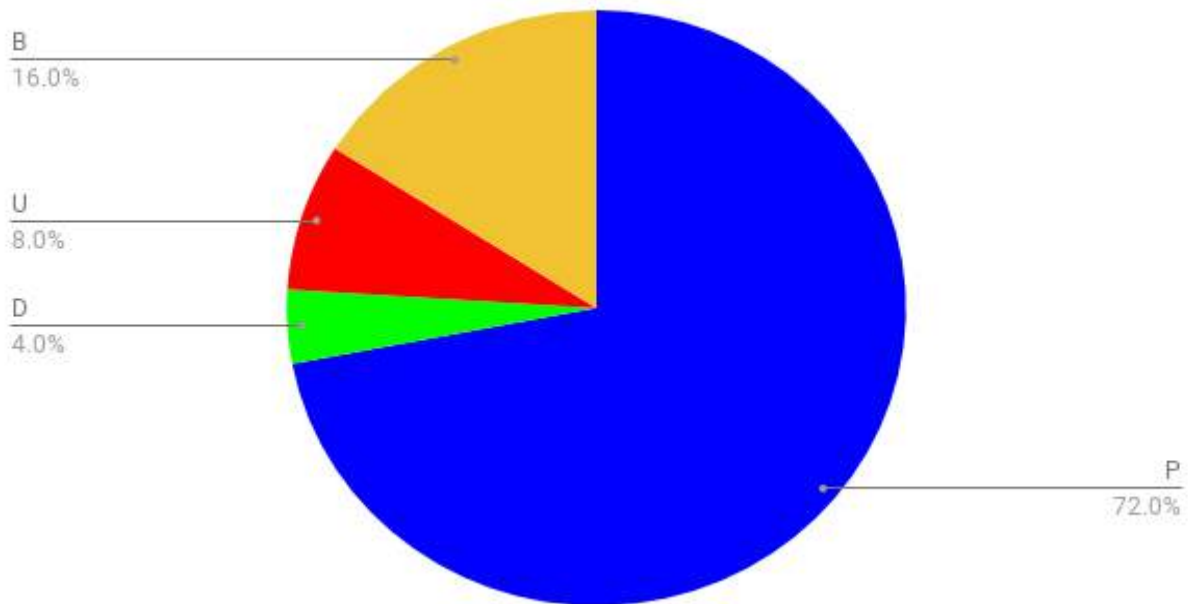
Component 2a - Respect and Rapport



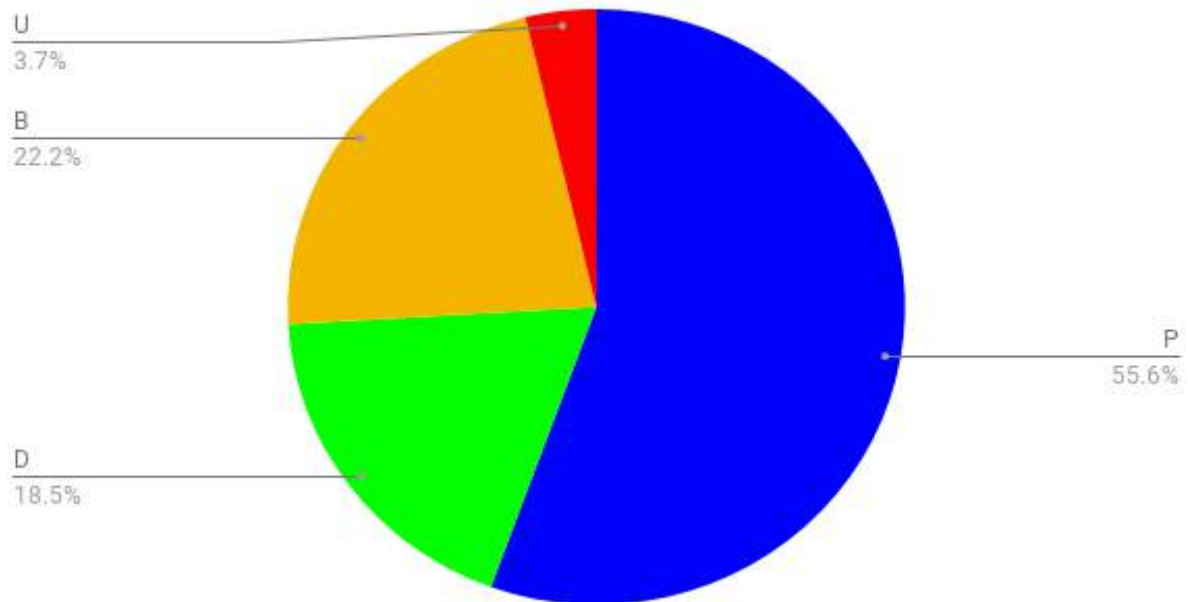
2b Scored Level of Performance Percentages



2c Scored Level of Performance

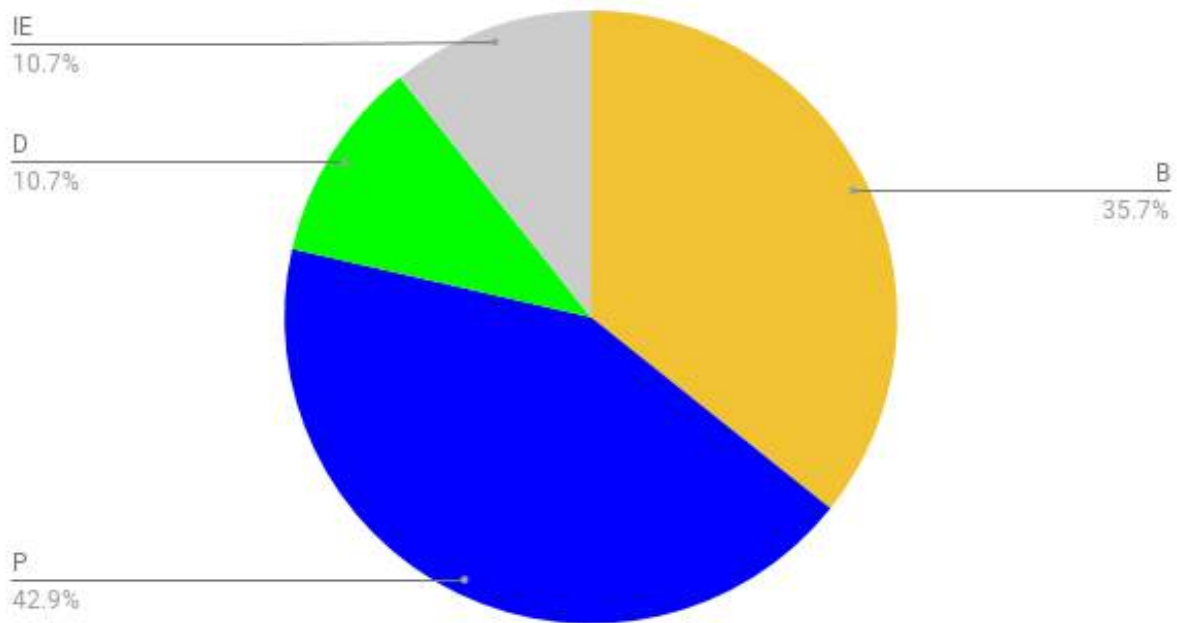


Component 2d Scored Levels of Performance

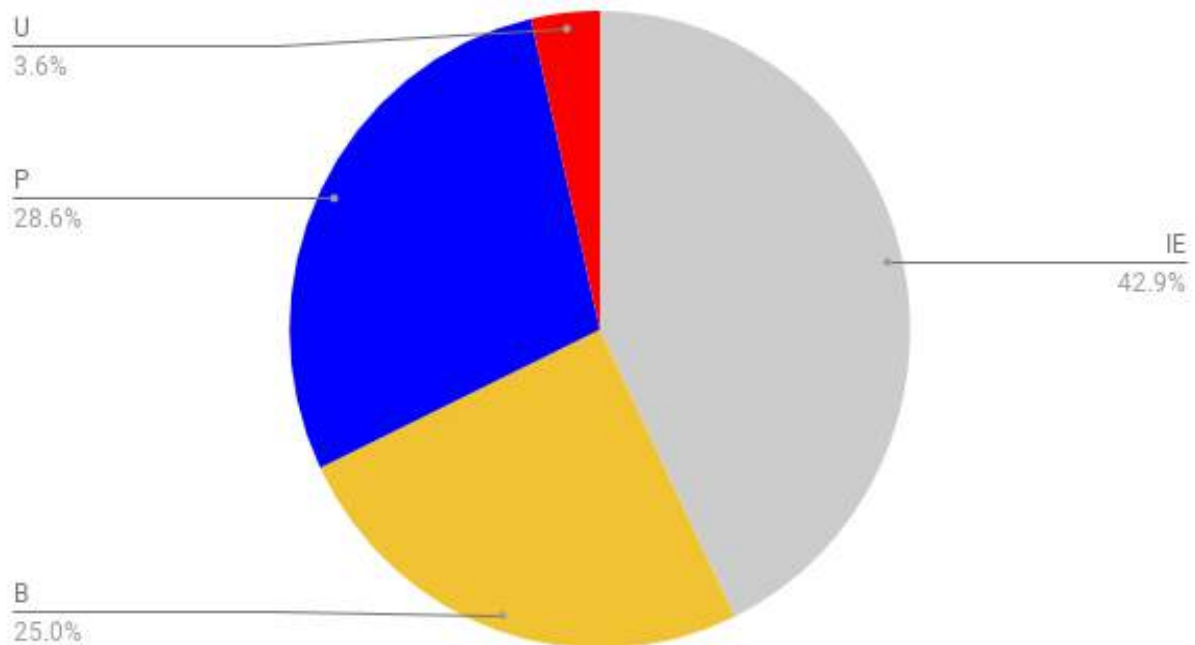


Appendix III

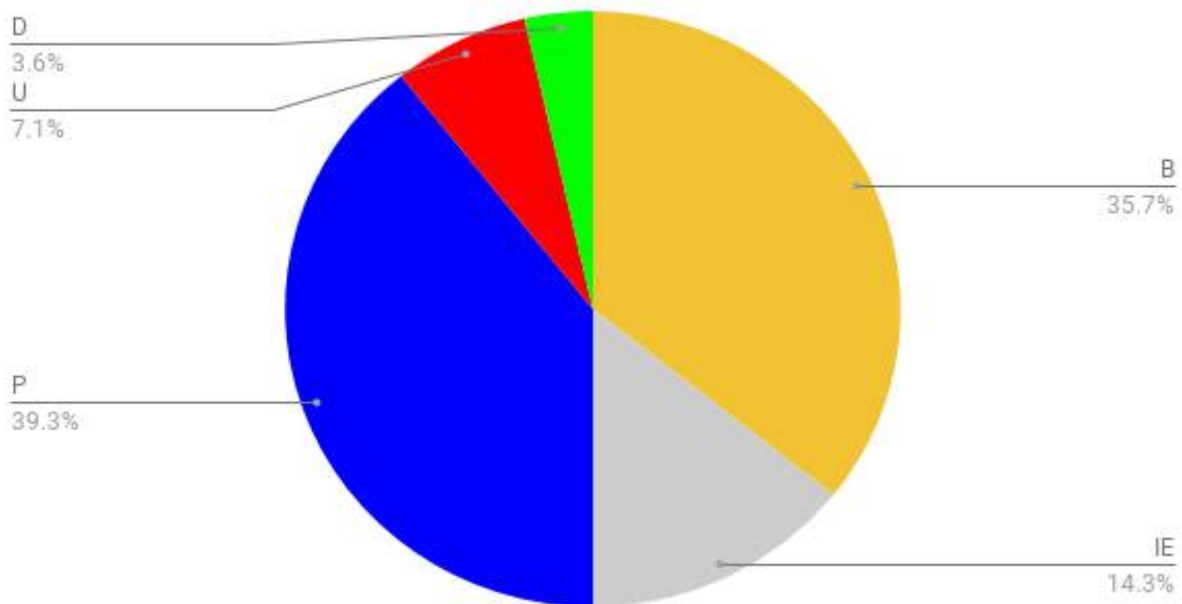
Component 3a - Communicating with Students



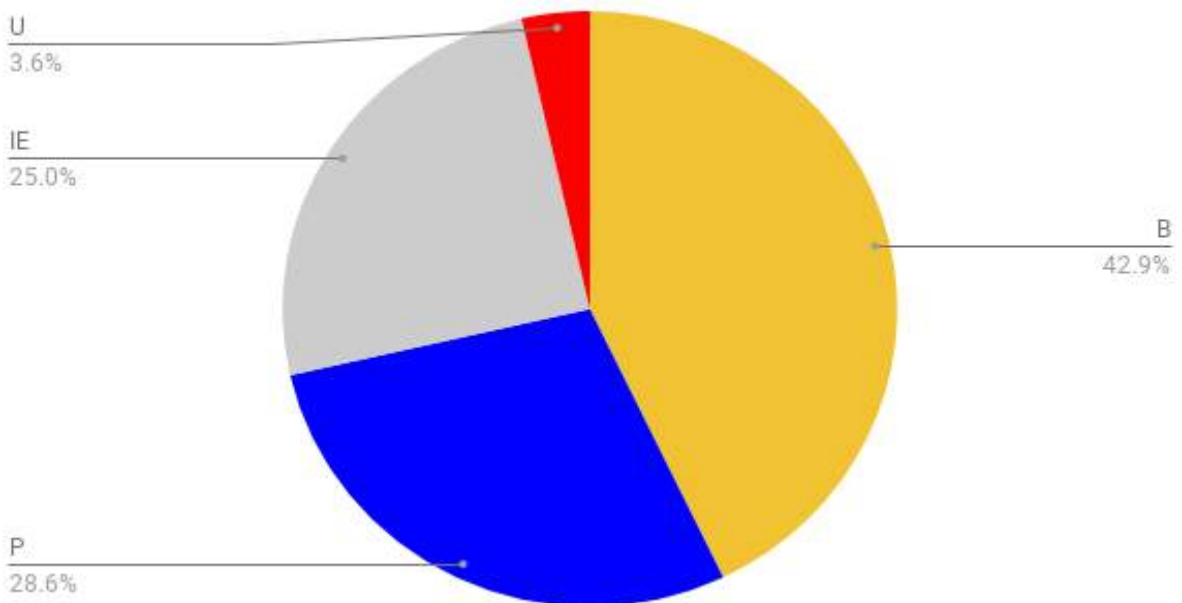
Component 3b - Questioning and Discussion Techniques



Component 3c - Engaging Students in Learning



Component 3d - Using Assessment in Instruction

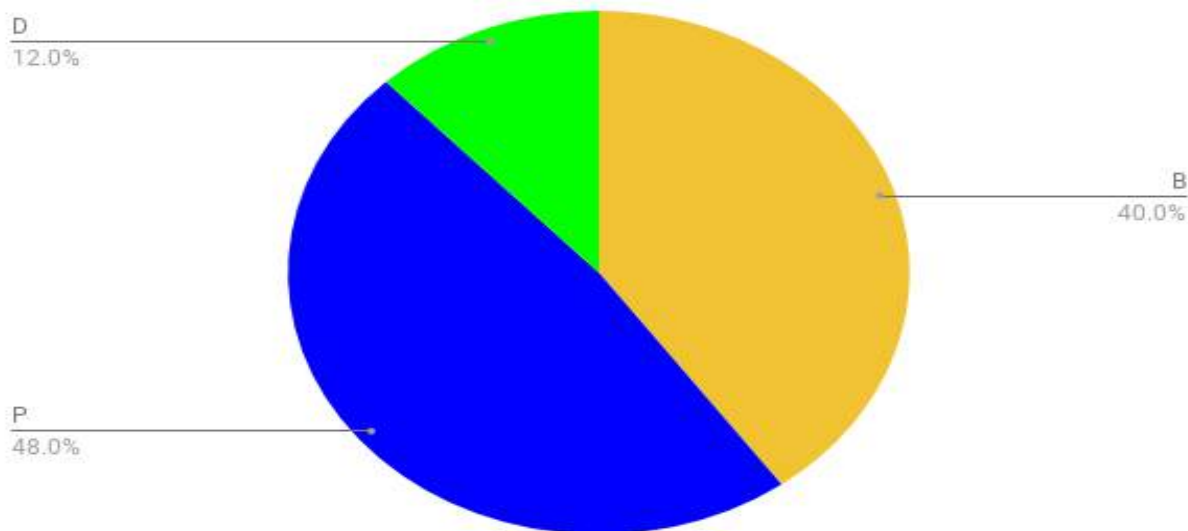


Appendix IV

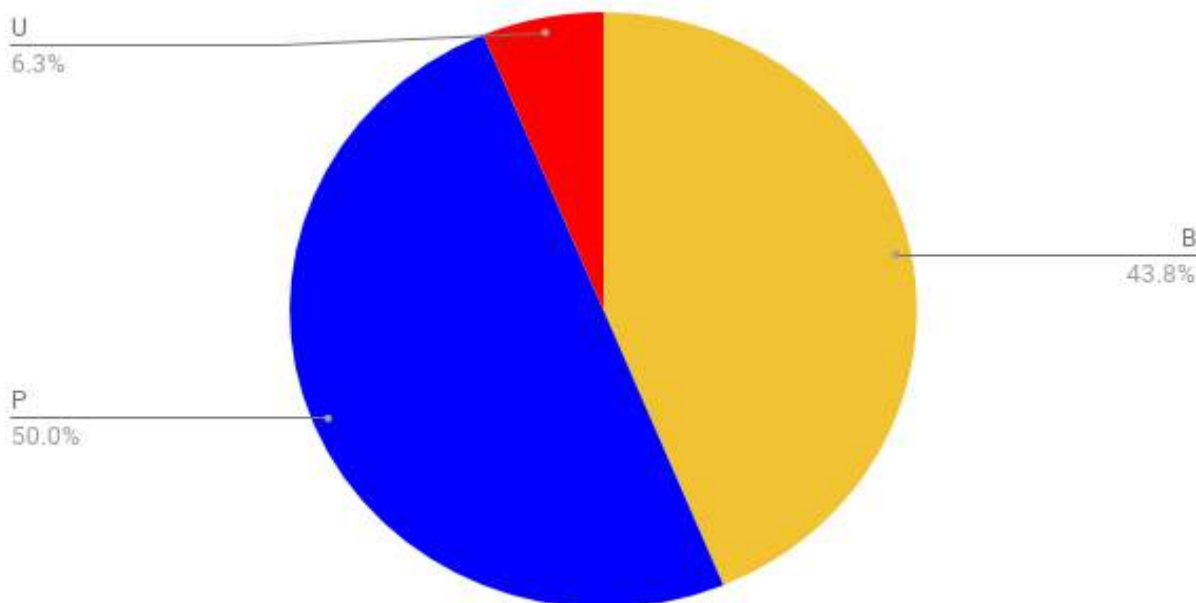
These graphs indicate percentages of levels of performance for scored observations.

Domain 3 - Instruction

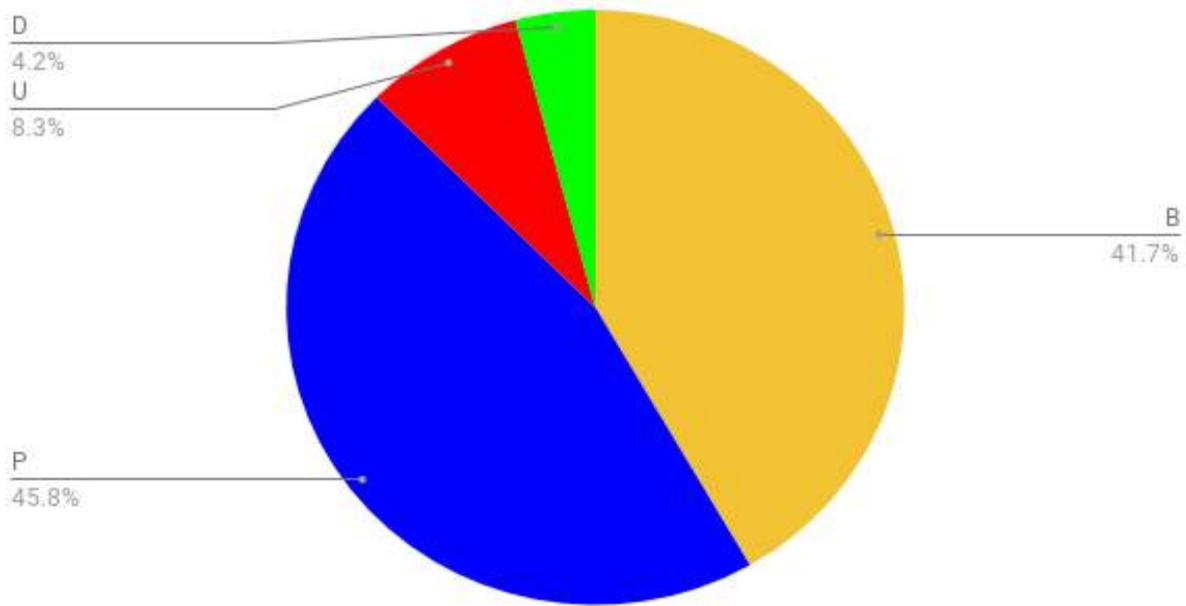
Component 3a Scored Levels of Performance



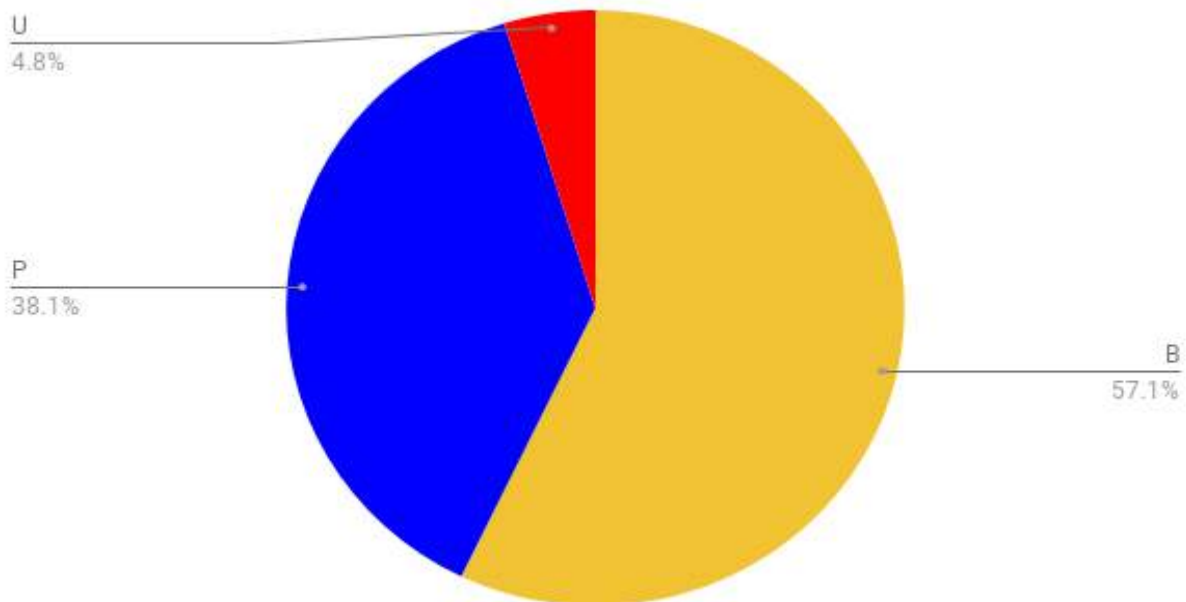
Component 3b Scored Levels of Performance



Component 3c - Scored Levels of Performance



3d Scored Levels of Performance



Appendix V

This table represents percentages of levels of performance for **SCORED** Observations. The DG team observed a total of 28 classroom teachers. However, in some cases there was insufficient evidence for components of practice therefore a score could not be determined.

Percent of:	2a	2b	2c	2d	3a	3b	3c	3d
# of observed scores	28	14	25	28	25	12	24	21
Distinguished	18.5%	0%	4%	18.5%	12%	0%	4.2%	0%
Proficient	59.3%	57.1%	72%	55.6%	48%	50%	45.8%	38.1%
Basic	22.2%	35.7%	16%	22.2%	40%	46.4%	41.7%	57.1%
Unsatisfactory	0%	7.1%	8%	3.7%	0%	3.6%	8.3%	4.8%
Average raw Score	2.96	2.5	2.72	2.89	2.72	2.44	2.46	2.33

Average Domain percentages of actual scored observations.

Summary of Domain	Domain 2	Domain 3
% of Proficient or above	69.67%	50%
Domain Averages	2.765	2.49

Appendix VI

Danielson's Framework for Teaching Rubrics

Domain 2: The Classroom Environment

	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Creating an Environment of Respect and Rapport</i>	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
Critical Attributes	• The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. • Student body language indicates feelings of hurt, discomfort, or insecurity. • The teacher displays no familiarity with, or caring about, individual students. • The teacher disregards disrespectful interactions among students	• The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. • The teacher attempts to respond to disrespectful behavior among students, with uneven results. • The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	• Talk between teacher and students and among students is uniformly respectful. • The teacher successfully responds to disrespectful behavior among students. • Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. • The teacher makes general connections with individual students. • Students exhibit respect for the teacher.	• The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. • There is no disrespectful behavior among students. • When necessary, students respectfully correct one another. • Students participate without fear of put-downs or ridicule from either the teacher or other students. • The teacher respects and encourages students' efforts

	Unsatisfactory	Basic	Proficient	Distinguished
<i>2b: Establishing a Culture for Learning</i>	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
Critical Attributes	• <i>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</i> • <i>The teacher conveys to at least some students that the work is too challenging for them.</i> • <i>Students exhibit little or no pride in their work.</i> • <i>Students use language incorrectly; the teacher does not correct them.</i>	• <i>The teacher’s energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.</i> • <i>The teacher conveys high expectations for only some students.</i> • <i>Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an “easy path.”</i> • <i>The teacher’s primary concern appears to be to complete the task at hand.</i> • <i>The teacher urges, but does not insist, that students use precise language.</i>	• <i>The teacher communicates the importance of the content and high expectations for learning</i> • <i>The teacher demonstrates a high regard for students’ abilities.</i> • <i>The teacher conveys an expectation of high levels of student effort.</i> • <i>Students expend good effort to complete work of high quality.</i> • <i>The teacher insists on precise use of language by students.</i>	• <i>The teacher communicates passion for the subject.</i> • <i>The teacher conveys the satisfaction that accompanies a deep understanding of complex content.</i> • <i>Students indicate through their questions and comments a desire to understand the content.</i> • <i>Students assist their classmates in understanding the content.</i> • <i>Students take initiative in improving the quality of their work.</i> • <i>Students correct one another in their use of language.</i>

	Unsatisfactory	Basic	Proficient	Distinguished
<i>2c: Managing Classroom Procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers or paraprofessionals have clearly defined tasks..	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines and volunteers and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.
Critical Attributes	• <i>Students not working with teacher are not productively engaged.</i> • <i>Transitions are disorganized, with much loss of instructional time.</i> • <i>There do not appear to be any established procedures for distributing and collecting materials.</i> • <i>A considerable amount of time is spent off task because of unclear procedures.</i> • <i>Volunteers and paraprofessionals have no defined role and/or are idle much of the time.</i>	• <i>Students not working directly with the teacher are only partially engaged.</i> • <i>Procedures for transitions seem to have been established, but their operation is not smooth.</i> • <i>There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.</i> • <i>Classroom routines function unevenly.</i> • <i>Volunteers and paraprofessionals require frequent supervision.</i>	• <i>Students are productively engaged during small-group or independent work.</i> • <i>Transitions between large- and small-group activities are smooth.</i> • <i>Routines for distribution and collection of materials and supplies work efficiently.</i> • <i>Classroom routines function smoothly.</i> • <i>Volunteers and paraprofessionals work with minimal supervision</i>	• <i>With minimal prompting by teacher, students ensure that their time is used productively.</i> • <i>Students take initiative in distributing and collecting materials efficiently.</i> • <i>Students themselves ensure that transitions and other routines are accomplished smoothly.</i> • <i>Volunteers and paraprofessionals take initiative in their work in the class.</i>

	Unsatisfactory	Basic	Proficient	Distinguished
<i>2d: Managing Student Behavior</i>	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Critical Attributes	• <i>The classroom environment is chaotic, with no standards of conduct evident.</i> • <i>The teacher does not monitor student behavior.</i> • <i>Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.</i>	• <i>The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.</i> • <i>The teacher attempts to keep track of student behavior, but with no apparent system.</i> • <i>The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.</i>	• <i>Standards of conduct appear to have been established and implemented successfully.</i> • <i>Overall, student behavior is generally appropriate.</i> • <i>The teacher frequently monitors student behavior.</i> • <i>The teacher's response to student misbehavior is effective.</i>	• <i>Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.</i> • <i>The teacher silently and subtly monitors student behavior.</i> • <i>Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.</i>

Domain 3: Instruction

	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Communicating with Students</i>	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
Critical Attributes	• At no time during the lesson does the teacher convey to students what they will be learning. • Students indicate through body language or questions that they don't understand the content being presented. • The teacher makes a serious content error that will affect students' understanding of the lesson. • Students indicate through their questions that they are confused about the learning task. • The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.	• The teacher provides little elaboration or explanation about what the students will be learning. • The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. • The teacher makes no serious content errors but may make minor ones. • The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. • The teacher must clarify the learning task so students can complete it. • The teacher's vocabulary and usage are correct but unimaginative. • When the teacher attempts to explain academic vocabulary, it is only partially successful.	• The teacher states clearly, at some point during the lesson, what the students will be learning. • The teacher's explanation of content is clear and invites student participation and thinking. • The teacher makes no content errors. • The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. • Students engage with the learning task, indicating that they understand what they are to do. • If appropriate, the teacher models the process to be followed in the task. • The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.	• If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. • The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • The teacher points out possible areas for misunderstanding. • The teacher invites students to explain the content to their classmates. • Students suggest other strategies they might use in approaching a challenge or analysis. • The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. • Students use academic language correctly.

	• <i>The teacher's vocabulary is inappropriate to the age or culture of the students.</i>	• <i>The teacher's vocabulary is too advanced, or too juvenile, for students.</i>	• <i>The teacher's vocabulary is appropriate to students' ages and levels of development.</i>	

	Unsatisfactory	Basic	Proficient	Distinguished
<i>3b: Using Questioning and Discussion Techniques</i>	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Critical Attributes	• <i>Questions are rapid-fire and convergent, with a single correct answer.</i> • <i>Questions do not invite student thinking.</i> • <i>All discussion is between the teacher and students; students are not invited to speak directly to one another.</i> • <i>The teacher does not ask students to explain their thinking.</i> • <i>Only a few students dominate the discussion.</i>	• <i>The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.</i> • <i>The teacher invites students to respond directly to one another's ideas, but few students respond.</i> • <i>The teacher calls on many students, but only a small number actually participate in the discussion.</i> • <i>The teacher asks students to explain their reasoning, but only some students attempt to do so.</i>	• <i>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</i> • <i>The teacher makes effective use of wait time.</i> • <i>Discussions enable students to talk to one another without ongoing mediation by teacher.</i> • <i>The teacher calls on most students, even those who don't initially volunteer.</i> • <i>Many students actively engage in the discussion.</i> • <i>The teacher asks students to justify their reasoning, and most attempt to do so.</i>	• <i>Students initiate higher-order questions.</i> • <i>The teacher builds on and uses student responses to questions in order to deepen student understanding.</i> • <i>Students extend the discussion, enriching it.</i> • <i>Students invite comments from their classmates during a discussion and challenge one another's thinking.</i> • <i>Virtually all students are engaged in the discussion.</i>

	Unsatisfactory	Basic	Proficient	Distinguished
<i>3c: Engaging Students in Learning</i>	The learning tasks/ activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “down time.”	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
Critical Attributes	• Few students are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response or method. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags or is rushed. • Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement	• Some students are intellectually engaged in the lesson. • Learning tasks/activities are a mix of those requiring thinking and those requiring only recall. • Student engagement with the content is largely passive; the learning consisting primarily of facts or procedures. • The materials and resources are partially aligned to the lesson objectives; few of them require student thinking or ask students to explain their thinking. • The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. • The instructional groupings used are partially appropriate to the activities.	• Most students are intellectually engaged in the lesson. • Most learning tasks/activities have multiple correct responses or approaches and/or encourage higher-order thinking. • Students are invited to explain their thinking as part of completing tasks. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. • Teacher uses groupings that are suitable to the lesson activities.	• Virtually all students are intellectually engaged in the lesson. • Lesson activities require high-level student thinking and explanations of their thinking. • Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

	Unsatisfactory	Basic	Proficient	Distinguished
<i>3d: Using Assessment in Instruction</i>	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment..	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work..	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
Critical Attributes	• The teacher gives no indication of what high-quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Students receive no feedback, or feedback is global or directed to only one student. • The teacher does not ask students to evaluate their own or classmates' work.	• There is little evidence that the students understand how their work will be evaluated. • The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. • Feedback to students is vague and not oriented toward future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer assessment.	• The teacher makes the standards of high-quality work clear to students. • The teacher elicits evidence of student understanding. • Students are invited to assess their own work and make improvements; most of them do so. • Feedback includes specific and timely guidance, at least for groups of students.	• Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. • The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. • High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

Appendix VII

Danielson's Framework for Teaching and IDEA Crosswalk

Danielson Domain 2 Component	Danielson Description	IDEA	IDEA Description
2a Respect and Rapport	Teacher interaction with students, including both words and actions Student interaction with students, including both words and actions	CSC:1	Implements all components of Well Managed Schools model with fidelity.
		CSC: 3	Instructor initiates an environment where all scholars are valued members of a welcoming responsive learning community. Instructor demonstrates interest in the thoughts, opinions, and well-being of all students.
		CSC: 3	Instructor equitably provides students with meaningful and specific feedback / praise.
		CSC: 3	Consistently models the expectation for scholars of Guiding Five Principle #2: We respect ourselves, each other, and our community.
		CSC: 3	Instructor demonstrates interest in the thoughts, opinions, and well-being of all students Instructor demonstrates an equitable commitment to all students' ability to be successful Instructor effectively uses positive

			reinforcement
2b Culture for Learning	Importance of content and of learning Expectations for learning and achievement Student pride in work	CSC: 2 CSC: 3 CSC: 3 CSC: 3 CSC: 4	Consistently differentiate core curricular instruction to provide access /exposure to general education curriculum with various versions of on-grade level tasks for scholars inclusive of tiered rubrics. Instructor initiates an environment where all scholars are valued members of a welcoming responsive learning community. Instructor demonstrates interest in the thoughts, opinions, and well being of all students Instructor demonstrates an equitable commitment to all students ability to be successful. Consistently models the expectation for scholars of Guiding Five Principle #2: We respect ourselves, each other, and our community. Consistently models the expectation for scholars of Guiding Five Principle #4: We work together to resolve challenges in thoughtful and meaningful ways.

		CIP: 4 CSC: 3	Instructor demonstrates interest in the thoughts, opinions, and well-being of all students Instructor fosters student thinking about and planning for long-term goals Instructor demonstrates an equitable commitment to all students' ability to be successful
2c Managing Procedures	Instructional groups Transitions Materials and supplies Performance of classroom routines Supervision of paraprofessionals and volunteers	CSC:1 CSC: 2 CSC: 3	Implements all components of Well Managed Schools model with fidelity. Evidence of co-teaching strategies are applied (if applicable). Implement IDEA's operational expectations with fidelity and consistency. (ie: morning; lunch; dismissal procedure & post duty; transitions)
2d Managing Behavior	Expectations Monitoring student behavior Response to student behavior	CSC:1 CSC: 2	Implements all components of Well Managed Schools model with fidelity. Implement and maintain behavior plans and accommodations inclusive of tracking scholar growth quarterly.

		CSC: 3	Instructor demonstrates interest in the thoughts, opinions, and well being of all students
		CSC: 3	Consistently models the expectation for scholars of Guiding Five Principle #2: We respect ourselves, each other, and our community.
		CSC: 3	Instructor demonstrates interest in the thoughts, opinions, and well-being of all students
		CIP: 4	Instructor effectively uses positive reinforcement
2e Organizing Physical Space	Safety and accessibility Arrangement of furniture and use of physical resources	CSC: 2	Implement and maintain behavior plans and accommodations inclusive of tracking scholar growth quarterly.
		CSC: 3	Instructor demonstrates interest in the thoughts, opinions, and well being of all students

Danielson Domain 3 Component	Danielson Description	IDEA	IDEA Description
3a Communicating with Students	Expectations for learning Directions for activities Explanations of	CSC:1	Implements writing initiatives within targeted course with at least 1-2 writing tasks within the

	content Use of oral and written language		quarter utilizing IDEA's writing framework model with fidelity
		CSC:1	Consistently models the expectation for scholars of Guiding Five Principle #3: we take responsibility for or actions and learning
		CSC: 2	Instructor consistently responds to evidence of student understanding by providing effective supports, extensions or both.
		CSC: 2	Evidence of co- teaching strategies are applied (if applicable).
		CSC: 3	Implements consistent use of IDEA's Guiding Five Instructional Principles with fidelity.
		CIP: 4	Instructor equitably provides students with meaningful and specific feedback / praise.
		CIP: 2	Instructor ensures lesson is explicit in using explanations, representations, and/or examples
		CIP: 2	Instructor consistently incorporates a series of high yield, literacy based strategies (etc)

		CIP: 2	Instructor embeds opportunities for reading, writing, and speaking about the content with evidence.
		CIP: 2	Instructor uses tier 1 and tier 2 academic vocabulary to foster student learning, understanding, and application.
		CIP: 2	Math instructors utilize mathematical language routines. Instructor presents content in multiple ways (e.g., explanations, visual representations, concrete examples.) ○ Reference Instructional Practices Guides here.
		CIP: 3	Instructor facilitation of aligned lesson is reflective of all stages of the Objective builder.
3b Questioning and Discussion Techniques	Quality of questions/prompts Discussion techniques Student participation	CSC:1	Consistently models the expectation for scholars of Guiding Five Principle #3: We take responsibility for our actions and learning.
		CSC: 3	Implements consistent use of IDEA's Guiding Five Instructional Principles with fidelity.

		CIP: 2 CIP: 2 CIP: 2 CIP: 3 CIP: 5	Instructor ensures lesson is explicit in using explanations, representations, and/or examples Instructor consistently incorporates a series of high yield, literacy based strategies (etc) Instructor embeds opportunities for reading, writing, and speaking about the content with evidence. Instructor strategically guides students toward identification of key points. Instructor makes instructional moves that promote student-centered learning such as opportunities for inquiry or seminar discussion
3c Engaging Students in Learning	Activities and assignments Grouping of students Instructional materials and resources Structure and pacing	CSC:1 CSC: 2	Consistently models the expectation for scholars of Guiding Five Principle #3: We take responsibility for or actions and learning Consistently differentiate core curricular instruction to provide access /exposure to general education curriculum with various versions of on-grade level tasks for scholars inclusive of tiered

			rubrics.
		CSC: 2	Evidence of co-teaching strategies are applied (if applicable).
		CSC: 3	Implements consistent use of IDEA's Guiding Five Instructional Principles with fidelity.
		CIP: 4	Instructor demonstrates an equitable commitment to all students ability to be successful.
		CIP: 2	Instructor ensures lesson is explicit in using explanations, representations, and/or examples
		CIP: 2	Instructor consistently incorporates a series of high yield, literacy based strategies (etc)
		CIP: 2	Instructor uses strategies such as flexible grouping and leveled questions.
		CIP: 3	Instructor uses available technology to promote critical thinking learning practices that supports content delivery.
		CIP: 3	Instructor connects the intended learning to prior and/or background knowledge

		CIP: 5	Instructor demonstrates interest in the thoughts, opinions, and well-being of all students Instructor fosters student thinking about and planning for long-term goals Instructor makes real world connections by applying cross cutting concepts and cultural themes to lessons in each quarter.
3d Using Assessment in Instruction	Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring of progress	CSC: 2 CSC: 2 CSC: 2 CSC: 3 CIP: 1	Instructor consistently gathers work samples for a range of students in order to gauge their learning progress. (portfolio contents) Instructor consistently responds to evidence of student understanding by providing effective supports, extensions or both. Tracking scholar performance as it aligns to their IEP goals Instructor equitably provides students with meaningful and specific feedback / praise. Instructor collects evidence frequently enough that sufficient

		CIP: 1 CIP: 3 CIP: 4	information is available to inform instructional decision making, but not so often that learning progress is impeded Instructor checks with all or a representative sample of students (e.g., volunteers and non-volunteers, students with varying levels of proficiency, whole class) Instructor monitors student progress toward the objective during individual or group work by asking questions, listening, using technology, and observing student work products (e.g., student writing, whiteboards) Instructor strategically guides students toward identification of key points. Instructor equitably provides students with meaningful and specific feedback (Written and verbal) Instructor uses aligned rubrics with student tasks inclusive of targeted growth feedback
3e Demonstrating	Lesson adjustment	CSC: 2	Instructor consistently

Flexibility and Responsiveness	Response to students Persistence		responds to evidence of student understanding by providing effective supports, extensions or both. Evidence of co-teaching strategies are applied (if applicable). Instructor uses strategies such as flexible grouping and leveled questions. Instructor makes instructional moves that promote student-centered learning such as opportunities for inquiry or seminar discussion
		CSC: 2	
		CIP: 5	

Domain 1 and 4 Connections:

Domain 1

- Implements instructional model of effective planning & use of curricular tools with fidelity attending to 3 high yield strategies aligned to literacy shifts. (annotation of complex text/tasks; scholarly academic discourse with language of the course; using textual evidence to justify thinking)
- Implements writing initiatives within targeted course with at least 1-2 writing tasks within the quarter utilizing IDEA's writing framework model with fidelity
- Instructor consistently gathers work samples for a range of students in order to gauge their learning progress. (portfolio contents)
- Instructor consistently responds to evidence of student understanding by providing effective supports, extensions or both.
- Consistently differentiate core curricular instruction to provide access /exposure to general education curriculum with various versions of on-grade level tasks for scholars inclusive of tiered rubrics.
- Implement and maintain behavior plans and accommodations inclusive of tracking scholar growth quarterly.
- Tracking scholar performance as it aligns to their IEP goals
- Implements consistent use of IDEA's Guiding Five Instructional Principles with fidelity.

- Implements IDEA's expectation of making & logging communication- consistent calls and/or conferences to/with families at least two contacts per quarter per scholar.
- Engages families personally in-person for parent conferences each quarter.
- Instructor collects evidence frequently enough that sufficient information is available to inform instructional decision making, but not so often that learning progress is impeded
- Instructor checks with all or a representative sample of students (e.g., volunteers and non-volunteers, students with varying levels of proficiency, whole class)
- Instructor monitors student progress toward the objective during individual or group work by asking questions, listening, using technology, and observing student work products (e.g., student writing, whiteboards)
- Instructor uses available technology to promote critical thinking learning practices that supports content delivery.
- Instructor connects the intended learning to prior and/or background knowledge
- Instructor presents content in multiple ways (e.g., explanations, visual representations, concrete examples.) ○ Reference Instructional Practices Guides [here](#).
- Instructor facilitation of aligned lesson is reflective of all stages of the Objective builder.
- Instructor demonstrates interest in the thoughts, opinions, and well-being of all students
- Instructor includes tasks and activities that are connected and build upon one another
- Instructor includes tasks and activities that move students toward grade-level expectations
- Instructor features adapted curricular materials, as appropriate
- Instructor makes real world connections by applying cross cutting concepts and cultural themes to lessons in each quarter.

Domain 4:

- Tracking scholar performance as it aligns to their IEP goals
- Evidence of co-teaching strategies are applied (if applicable).
- Attends and participates in at least one cultural school wide event outside of the academic day per quarter that supports scholars.
- Implement IDEA's operational expectations with fidelity and consistency. (ie: morning; lunch; dismissal procedure & post duty; transitions)
- Consistently models the expectation for scholars of Guiding Five Principle #2: We respect ourselves, each other, and our community.
- Implements IDEA's expectation of making & logging communication- consistent calls and/or conferences to/with families at least two contacts per quarter per scholar.

- Engages families personally in-person for parent conferences each quarter.
- Implements all components of IDEA's Employee handbook with fieldity. Staff member's time and attendance remain in good standing with minimal absences.
- Contributes to developing a positive working climate inclusive of collaborating across disciplines; departments and staff sectors.
- Instructor responds to school wide challenges/ barriers in a positive manner. • Consistently models the expectation for scholars of Guiding Five Principle #1: We are prepared to learn and do our best.
- Consistently models the expectation for scholars of Guiding Five Principle #5: We celebrate our individual and collective successes.
- Instructor collects evidence frequently enough that sufficient information is available to inform instructional decision making, but not so often that learning progress is impeded
- Instructor checks with all or a representative sample of students (e.g., volunteers and non-volunteers, students with varying levels of proficiency, whole class)
- Instructor monitors student progress toward the objective during individual or group work by asking questions, listening, using technology, and observing student work products (e.g., student writing, whiteboards)

Other School-Wide Initiatives to consider:

Instructional focus of "Engaging Scholars through Academic Rigor" (Domain 3--3a, 3c)

Well Managed Schools Social skill implementation (Domain 2--2a, 2c, 2d)

Writing across the curriculum (Domain 1--1a, 1c, 1d, 1e)

Appendix L

SY 2018-2019 DC Public Charter School Board Compliance Review Report

IDEA PCS

Requirement	Compliance Status	Due	On Time
Student Handbook	Compliant	7/19/2018	✓
Fire Drill Schedule	Compliant	7/19/2018	✓
Attendance SST Meetings	Compliant	7/19/2018	✓
School Calendar	Compliant	7/19/2018	✓
High School Course Offering	Compliant	7/19/2018	✓
Charter Board Calendar	Compliant	7/19/2018	✓
Q1 Procurement Contracts	Compliant	9/30/2018	✓
Annual Report	Compliant	10/2/2018	✓
Certificate of Occupancy	Compliant	10/9/2018	✓
Board Roster	Compliant	10/9/2018	✓
English Learners Assurance	Compliant	4/8/2019	N/A
Child Find Policy Checklist	Compliant	10/9/2018	✓
Title IX	Compliant	10/9/2018	✓
Staff Preference	Compliant	10/9/2018	✓
Q1 Board Meeting Minutes	Compliant	10/9/2018	✓
Accreditation	Compliant	10/9/2018	✓
School Emergency Response Plan	Compliant	10/9/2018	✓
Staff Roster and Background Checks	Compliant	10/9/2018	✓
LRE Continuum of Services Checklist	Compliant	10/9/2018	✓
Sexual Violation Protocol	Compliant	10/9/2018	✓
Insurance Certificate	Compliant	10/9/2018	✓
Seclusion & Restraint Checklist	Compliant	10/9/2018	✓
ADA Assurance	Compliant	10/9/2018	✓
Employee Handbook	Compliant	10/9/2018	✓
Certified Staff to Administer Medicine	Compliant	10/9/2018	✓
Fire Drill Schedule (Mid-Year Update)	Compliant	12/11/2018	✓
Student Enrollment Forms	Compliant	12/11/2018	✓
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@dcpcsb.org.

Appendix M



DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

Aug. 23, 2017

Justin Rydstrom
Head of School
Integrated Design Electronics Academy (IDEA) Public Charter School
1027 45th St. NE
Washington, DC 20019

Re: Federal Fiscal Year (FFY) 2015 IDEA Part B LEA Performance Determination

Dear Mr. Rydstrom:

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

OSSE has determined that under IDEA section 616(d), for FFY 2015, Integrated Design Electronics Academy (IDEA) Public Charter School (PCS) **meets requirements** in implementing the requirements of Part B of IDEA. OSSE's determination is based on the totality of the LEA's data and information, including the LEA's:

1. History, nature and length of time of any reported noncompliance; specifically, the LEA's performance on Indicators 4b, 9, 10, 11, 12 and 13 as outlined in the State Performance Plan (SPP) and FFY 2015 Annual Performance Report (APR);
2. Information regarding timely, valid and reliable data;
3. On-site compliance monitoring, focused monitoring and dispute resolution findings;
4. Sub-recipient audit findings;
5. Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data and compliance with the Funding for Public Schools and Public Charter School Amendment Act of 2011;
6. Performance on selected SPP results indicators; and
7. Evidence of correction of findings of noncompliance, including progress toward full compliance.

Please note that the US Department of Education continues to apply special conditions to the District's IDEA Part B grant, due to a low rate of compliance with secondary transition planning requirements

(APR Indicator 13). To ensure that all LEAs that serve secondary transition populations have the information and resources needed to reach and maintain full compliance in the 2017-18 year, OSSE will both expand the range of supports provided to LEAs in this area, while also narrowing the number of monitoring touchpoints LEAs will receive over the course of the year. Next month, LEAs will be notified of OSSE's new approach for secondary transition monitoring and technical assistance for the 2017-18 year. We believe that the new approach will reduce the reporting burden on LEAs while also allowing them more time to focus on successful implementation.

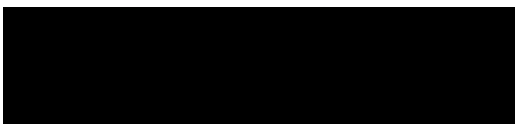
Enclosure 1 explains the criteria for each element and the way in which existing data provided by LEAs were used to make determinations. Not all elements are applicable to each LEA; for example, some LEAs do not have data for Indicator 12, as they do not serve children within the applicable age range (3 years old).

Enclosure 2 describes how IDEA PCS's determination level was calculated. It includes a chart that summarizes each required element, its corresponding rating, the total number of points earned by the LEA and the percentage of applicable points earned by the LEA.

Any LEA that believes that a specific element reviewed in the determination process is inaccurate may appeal its assigned determination level. The appeal must be made within 30 calendar days of the date of receipt of this letter. The request for appeal must include the submission of all information necessary for OSSE to reconsider the original determination level. Additional information regarding appeals may be found in Enclosure 1.

OSSE applauds the LEA's performance related to serving children and youth with disabilities and looks forward to working with IDEA PCS over the next year. As part of OSSE's ongoing effort to provide useful information to District of Columbia stakeholders, OSSE will be making determination results available to the public after the close of the appeals process. If you have questions about the determinations process or this letter, please contact me at Amy.Maisterra@dc.gov or (202) 481-3757.

Sincerely,

A solid black rectangular box used to redact the signature of the Assistant Superintendent.

Assistant Superintendent, Elementary, Secondary and Specialized Education

Enclosures (2)



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2015 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Integrated Design Electronics Academy (IDEA) Public Charter School
Final Percentage Rating:	85%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	- Indicator 4b – N/A - Indicator 9 – N/A - Indicator 10 – N/A - Indicator 11 – N/A - Indicator 12 – N/A - Indicator 13 – 0% -74% compliance rate	0	2
2	Information regarding timely, valid and reliable data	- FFY 2015 child count data submitted timely - FFY 2015 Phase I and Phase II applications submitted timely - FY 2016 IDEA Maintenance of Effort (MOE) submitted timely	3	3
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	LEA did not receive a report in FFY 2015 as the result of an on-site monitoring visit	N/A	N/A
3b	Dispute resolution findings	No dispute resolution complaints were filed against the LEA or 0-2 findings of noncompliance	2	2

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) – N/A • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 • This LEA did not submit an A-133 audit	1.5	1.5
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	• Reimbursement for a minimum of 60% of its IDEA, Section 611 funds within the first 15 months of the FFY 2015 grants cycle	2	2
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement	1	1
7	Performance on selected District of Columbia State Performance Plan (SPP) indicator: Indicator 3b	• Math assessment: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup • Reading assessment: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup	N/A	N/A

		LEA performance results on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment and National Center and State Collaborative (NCSC) Alternative Assessment for the students with disabilities subgroup:	Math	Reading
	Performance on selected District of Columbia State Performance Plan (SPP) indicators: Indicator 3c ¹	Proficiency rates are calculated based on the following performance levels: • PARCC Level 4: Percentage of students who met expectations • PARCC Level 5: Percentage of students who exceeded expectations • NCSC Level 3: Percentage of students who met expectations • NCSC Level 4: Percentage of students who exceeded expectations • N/A — LEA did not meet minimum “n” size for disability subgroup	N/A	N/A
8	Evidence of correction of findings of noncompliance that were issued in FFY 2015 and due for correction in FFY 2016, including progress toward full compliance	• 100% of noncompliance corrected as soon as possible, but in no case later than one year after the identification of the noncompliance	2	2
Total Number of Points Achieved				11.5
Total Possible Points from Applicable Elements				13.5
Percentage of Points Achieved from Applicable Elements				85%

¹ For FFY 2015 IDEA Part B Determinations, OSSE is reporting the performance of each LEA’s students with disabilities (SWD) subgroup on the Partnership for Assessment of Readiness for College and Careers (PARCC) and FFY 2015 National Center and State Collaborative (NCSC) Alternative Assessment. This indicator will not be assigned a weight for this year.



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2016 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Integrated Design Electronics Academy (IDEA) Public Charter School
Final Percentage Rating:	85%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	- Indicator 4b – 1 - Indicator 9 – N/A - Indicator 10 – N/A - Indicator 11 – N/A - Indicator 12 – N/A - Indicator 13 – 95% or above compliance rate	3	3
2	Information regarding timely, valid and reliable data	- FFY 2016 child count data submitted timely - FFY 2016 Phase I and Phase II applications submitted timely - FY 2017 IDEA Maintenance of Effort (MOE) not submitted timely	1	3
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	LEA did not receive a report in FFY 2016 as the result of an on-site monitoring visit	N/A	N/A
3b	Dispute resolution findings	No dispute resolution complaints were filed against the LEA or 0-2 findings of noncompliance	2	2

4	Outcomes of sub-recipient audit reports	• Timely submission of Single Audit Report (if applicable) – 4 • Type of Auditor’s Single Audit Report Issued on Compliance (if applicable) – 4 • Significant deficiencies identified by the Auditor that are not a material weakness in the Single Audit Report (if applicable) –4 • Material weaknesses identified by the Auditor in the Single Audit Report (if applicable) – 4 • Auditor’s designation as low-risk sub-recipient in the Single Audit Report (if applicable) – 0 • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4	3.5	4
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	• Reimbursement for a minimum of 60% of its IDEA, Section 611 funds within the first 15 months of the FFY 2016 grants cycle	2	2
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement	1	1
7	Performance on selected District of Columbia State Performance Plan (SPP) indicator: Indicator 3b	• Reading assessment: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup • Math assessment: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup	N/A	N/A

		LEA performance results on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment and Multi-State Alternate Assessment (MSAA) for the students with disabilities subgroup:	Reading	Math
	Performance on selected District of Columbia State Performance Plan (SPP) indicators: Indicator 3c ¹	Proficiency rates are calculated based on the following performance levels: - PARCC Level 4: Percentage of students who met expectations - PARCC Level 5: Percentage of students who exceeded expectations - MSAA Level 3: Percentage of students who met expectations - MSAA Level 4: Percentage of students who exceeded expectations - N/A — LEA did not meet minimum “n” size for disability subgroup	N/A	N/A
8	Evidence of correction of findings of noncompliance that were issued in FFY 2016 and due for correction in FFY 2017, including progress toward full compliance	100% of noncompliance corrected as soon as possible, but in no case later than one year after the identification of the noncompliance	2	2
Total Number of Points Achieved				14.5
Total Possible Points from Applicable Elements				17
Percentage of Points Achieved from Applicable Elements				85%

¹ For FFY 2016 IDEA Part B Determinations, OSSE is reporting the performance of each LEA’s students with disabilities subgroup on the Partnership for Assessment of Readiness for College and Careers (PARCC) and FFY 2016 Multi-State Alternate Assessment (MSAA). This indicator will not be assigned a weight for this year.



DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

Aug. 19, 2019

Justin Rydstrom
Head of School
IDEA Public Charter School
1027 45th St. NE
Washington, DC 20019

Re: Federal Fiscal Year (FFY) 2017 IDEA Part B LEA Performance Determination

Dear Mr. Rydstrom:

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 Education Department (USED), 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

OSSE has determined that under IDEA section 616(d), for FFY 2017, IDEA Public Charter School **meets requirements** in implementing the requirements of Part B of IDEA. Detailed information about your LEA's determination level is included in the report linked here: [IDEA Part B FFY 2017 Determinations Application](#). The IDEA Part B FFY 2017 Determinations Application explains the criteria for each element and the way in which existing data provided by LEAs were used to make determinations.

Any LEA that believes that a specific element reviewed in the determination process is inaccurate may appeal its assigned determination level in the "Appeals" tab of the IDEA Part B FFY 2017 Determinations Application. The appeal must be made within 30 calendar days of the date of receipt of this letter. The request for appeal must include the submission of all information necessary for OSSE to reconsider the original determination level.

OSSE will provide an IDEA Part B FFY 2017 Determinations webinar on Wednesday, Aug. 28, 2019 at 1 p.m. The webinar will guide LEAs through the new online application. We strongly encourage all LEAs to attend the webinar as this is the first year OSSE has provided determinations in a web-based application. If you would like to attend, please register here: [FFY 2017 IDEA Part B LEA Determinations](#).

If you experience issues accessing the IDEA Part B FFY 2017 Determinations Application or need assistance creating an account for staff members, please contact Megan Williams at Megan.Williams@dc.gov or (202) 741-0477.

If you have questions about the determinations process or this letter please contact Karen Morgan-Donaldson at Karen.Morgan-Donaldson@dc.gov or (202) 724-7803.

Sincerely,



Sharon Gaskins
Interim Assistant Superintendent of the Division of Systems and Supports, K-12

cc: Michelle Pianim, LEA Special Education Contact
Avni Murray, Manager, Public Charter School Board

Appendix N



May 31, 2018

Justin Rydstrom
Head of School
Integrated Design Electronics Academy Public Charter School
1027 45th St. NE
Washington, DC 20019

Re: Results of 2017-18 School Year Child Find Policy Review

Dear Mr. Rydstrom:

As the state education agency (SEA) for the District of Columbia, the Office of the State Superintendent of Education (OSSE) is responsible for monitoring and enforcing the implementation of the Individuals with Disabilities Education Act (IDEA) in all local education agencies (LEAs) and public agencies in the District of Columbia (34 CFR §300.600). IDEA regulations require OSSE to ensure that all children with disabilities residing in the District of Columbia who are in need of special education and related services are identified, located, and evaluated (34 CFR §300.111). This is known as the “Child Find” requirement under IDEA.

On March 15, 2018, Integrated Design Electronics Academy (IDEA) Public Charter School (PCS) was notified about the results of OSSE’s Child Find data review, which found that IDEA PCS has identified 24.84 percent of its students as receiving services under IDEA in 2017-18 school year. In addition to the Child Find data review, OSSE also requested IDEA PCS to submit its Child Find policies, practices, and procedures to ensure that identification rates are not the results of inappropriate policies and procedures.

Although your LEA’s identification rate is above 8.5 percent, after careful review, OSSE has determined that the Child Find policies, practices, and/or procedures submitted by IDEA PCS are not compliant with IDEA and/or local law, specifically with regards to the following areas of noncompliance:

1. Points of contact responsible for overseeing Child Find activities;
2. Target Population;
3. Information about coordination with non-educational District of Columbia Public Agencies;
4. Plans for parent engagement and other community outreach;
5. Information about identification or screening procedures;
6. Procedures for submitting a referral;
7. Information about parent procedural safeguard rights; and
8. Procedures for collecting, maintaining or reporting data.

As a result, OSSE is requiring IDEA PCS to revise its policies to address the above identified areas of noncompliance. The LEA is also required to conduct training for all instructional staff, support staff, principals and other school administrators regarding Child Find processes and procedures prior to the

beginning of the 2018-19 school year. I encourage you to use the resources and tools available on OSSE's website for more information on appropriate Child Find policies and practices. These resources and tools include OSSE's recent Child Find professional development materials, including Child Find policy guidance, a model Child Find policy template that can be customized to meet the needs of your school, and a turnkey Child Find training you may use to complete the required training activity. The resources are available here: <https://osse.dc.gov/page/child-find-and-initial-evaluation-resources>.

Upon completion of the training, IDEA PCS must submit the following pieces of documentation to its LEA monitor by Oct. 15, 2018:

- Training agenda(s)
- Sign-in sheet(s) from training(s)
- Training materials used, including a copy of the training presentation, handouts, etc.
- Revised Child Find policies

Based on these materials, OSSE will determine whether the LEA has demonstrated compliance in this area, or if technical assistance is needed.

If you have any questions, please contact Denise Nedab at (202) 741-5521 or Deniseb.Nedab@dc.gov. Thank you for your continued work to improve results for children with disabilities.

Sincerely,



Sharon Gaskins
Deputy Assistant Superintendent of Accountability, Performance and Support
Division of Systems and Supports, K-12

cc: Elisabeth Morse, Interim Assistant Superintendent, Division of Systems and Supports, K-12
Tamara Clarke, LEA Special Education Contact
Avni Murray, Manager, Equity & Fidelity, DC Public Charter School Board

Appendix O



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

May 1, 2019

Justin Rydstrom
Head of School
Integrated Design Electronics Academy Public Charter School
1027 45th St. NE
Washington, DC 20019

Re: Federal Fiscal Year (FFY) 2018 Notification of Disproportionate Representation of Racial and Ethnic Groups in Special Education (Indicators 9 and 10)

Dear Mr. Rydstrom:

The Individuals with Disabilities Education Act IDEA requires state education agencies (SEAs) to measure the performance of local educational agencies (LEAs) using quantifiable indicators in priority monitoring areas. (34 CFR § 300.600) SEAs must use the targets established in the state's performance plan and specific priority areas established in IDEA to analyze the performance of each LEA. (34 CFR §300.602(a)). These findings must be reported annually to the Office of Special Education Programs (OSEP), the office with the U.S. Department of Education responsible for ensuring the protection of the educational rights of infants, toddlers, children and youth with disabilities.

There are currently 17 indicators, two of which relate to the priority area of disproportionate representation of racial and ethnic groups in special education and related services (34 CFR §300.603(d)(3):

- **Indicator 9** – Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))
- **Indicator 10** – Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

OSSE uses available data and a review of LEA policies, practices, and procedures to make its annual determination as to whether the disproportionate representation of racial and ethnic groups in special education and related services was, or was not, the result of inappropriate identification. In addition, the State must determine whether districts with disproportionate representation of racial and ethnic groups in specific disability categories are in compliance

with the child find, evaluation, and eligibility requirements in 34 CFR §§300.111, 300.201 and 300.301 through 300.311.

As a result of its review of FFY 2018 Child Count and Enrollment Audit data, OSSE found Integrated Design Electronics Academy Public Charter School to have disproportionate representation related to the overidentification of African American students as students with disabilities.

To review the information on the calculation method, please see the attached guide.

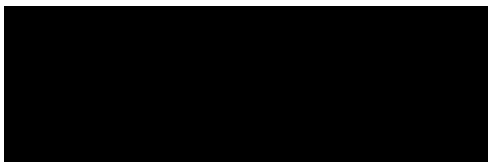
While OSSE's monitoring activities are designed to assist LEAs in identifying areas to improve educational results for children with disabilities, OSSE will issue findings of noncompliance to the LEA for noncompliance revealed in the disproportionate representation review of policies and procedures and the LEA's self-study.

LEAs must correct all identified noncompliance as soon as possible but in no case later than one year after the identification of the noncompliance.

The Disproportionate Representation Review Tally Sheet, and your LEA's policies and procedures, must be submitted to your LEA Monitor by no later than **Friday, May 31, 2019**.

Attached please find the FFY 2018 Disproportionate Representation Review Guide. If you have any questions, please contact Denise Nedab at Deniseb.Nedab@dc.gov or (202) 741-5521.

Thank you for your cooperation and continued work to improve results for children with disabilities.



Sharon Gaskins
Interim Assistant Superintendent, Division of K-12 Systems and Supports

cc: Tamara Clarke, Special Education POC
Avni Murray, Manager, Public Charter School Board

Appendix P



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

May 1, 2019

Justin Rydstrom
Head of School
Integrated Design Electronics Academy Public Charter School
1027 45th St. NE
Washington, DC 20019

Re: Federal Fiscal Year (FFY) 2018 Notification of Disproportionate Representation of Racial and Ethnic Groups in Special Education (Indicators 9 and 10)

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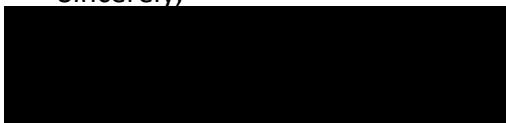
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Attached please find the FFY 2018 Disproportionate Representation Review Guide. If you have any questions, please contact Denise Nedab at Deniseb.Nedab@dc.gov or (202) 741-5521.

Thank you for your cooperation and continued work to improve results for children with disabilities.

Sincerely,



Sharon Gaskins
Interim Assistant Superintendent, Division of K-12 Systems and Supports

cc: Tamara Clarke, Special Education POC
Avni Murray, Manager, Public Charter School Board

Appendix Q



MEMORANDUM

To: LEA Leader, Integrated Design Electronics Academy (IDEA) Public Charter School

From: Sharon Gaskins, Interim Assistant Superintendent

Date: 8/2/2019

Re: Federal Fiscal Year (FFY) 2019
Individuals with Disabilities Education Act (IDEA) Part B Preliminary Allocations and Update on the Significant Disproportionality Rule

The Office of the State Superintendent of Education (OSSE) is pleased to provide the following FFY 2019 IDEA Preliminary Allocations for [LEA Name]:

<u>Grant Program</u>	<u>Preliminary Allocation</u>
IDEA Part B, Section 611	\$84,706.80
IDEA Part B, Section 619	\$0
IDEA Part B CEIS Set Aside*	\$12,706.02

The Phase II IDEA Part B application has been released in the Enterprise Grants Management System (EGMS). The above allocation amounts, which should be reflected in EGMS, are preliminary. Since these figures are not final, your LEA should only use these amounts as a guide in the planning process for its Phase II applications. Once allocations are finalized, OSSE will send any changes to LEAs.

Key Application Dates and Deadlines

- **Sept. 30, 2019** – Phase II application is due. Completed Phase II applications will be reviewed on a rolling basis as they are received. **Both Phase I and Phase II application must be approved in order for LEAs to access funds.**
- **Oct. 1, 2019** – First date to submit reimbursements for FFY19 funds, pending timely Phase II submission and approval.

Comprehensive Coordinated Early Intervention Services (CEIS) and Significant Disproportionality

As you may know, on May 20, 2019, after ongoing uncertainty, the United States Department of Education released a statement directing all state special education offices to calculate LEA racial and ethnic disparities in special education using the new standard methodology for significant disproportionality that was established in the 2016 [Equity in IDEA](#) rule.

The new regulations do the following:

- Establish a standard methodology for all states;
- Clarify that states must address significant disproportionality in the incidence, duration and type of disciplinary actions, including suspension and expulsion;
- Clarify requirements for the review and revision of policies, practices and procedures when significant disproportionality is found; and
- Ensure that LEAs identify and address the factors contributing to significant disproportionality as part of Comprehensive CEIS and allow these services for children ages 3-grade 12 with and without disabilities.

Based on the finalized legal decisions on these regulations, OSSE is required to identify LEAs as having significant disproportionality under the new regulations this summer for the 2018-19 school year (note that monitoring reviews occur annually for the prior school year).

Under this rule, if a state identifies significant disproportionality based on race or ethnicity in a LEA with respect to the identification of children as children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular educational settings, or the taking of disciplinary actions, the LEA must reserve 15 percent of IDEA funds for Comprehensive CEIS to address factors contributing to the significant disproportionality.

Option 1- For LEAs that are not required to take CEIS

Your LEA was not identified as having significant disproportionality. However, more information about the new significant disproportionality regulations and how DC is implementing them can be found on OSSE's [website](#).

Option 2- For LEAs that are required to take CEIS

Your LEA was identified as having a significant disproportionality in the area of identification of children in specific disability categories and the taking of disciplinary actions. OSSE will provide the underlying data for each specific LEA prior to the Significant Disproportionality TA webinar. In addition to reserving 15 percent of your IDEA funds for Comprehensive CEIS, your LEA must complete the following next steps:

By Monday August 12, 2019:

- Submit for review any policies, procedures, and practices in the area(s) that has significant disproportionality to Megan Williams at Megan.Williams@dc.gov. See below for documents that must be submitted based on the areas identified for significant disproportionality:

Area Identified for Significant Disproportionality	Documents to Submit (at minimum)
Identification	Child Find and Initial Evaluation Policies and Procedures
Placement	Least Restrictive Environment Policies and Procedures
Discipline	Discipline Policies and Procedures

- Register for the Significant Disproportionality Technical Assistance Webinar. The purpose of this webinar will be to help LEAs determine the root causes of their LEA's significant disproportionality and identify the appropriate use of CEIS funds to address those causes.

Click on a webinar date to register for that session:

o [Tuesday, Aug. 27, 2019: 1-2](#)

o [Thursday, Aug. 29, 2019: 3-4](#)

- Register for the [FFY 2019 IDEA Application Webinar \(see more information below\)](#).

By Jan. 1, 2020

- Publicly report on the revision of policies, procedures, and practices. The format and structure of this requirement will be addressed in the Significant Disproportionality Technical Assistance Webinar.

More information about the new significant disproportionality regulations and how DC is implementing them can be found on OSSE's [significant disproportionality website](#).

Additional IDEA Application Technical Assistance

OSSE is providing the following training and technical assistance opportunities regarding the FFY2019 IDEA Application. Registration for a representative from your LEA for *at least one* webinar for the IDEA grant is **mandatory** because the training will provide instruction on how to complete the application, as well as review the requirements of the IDEA laws for LEAs receiving funds.

[FFY 2019 IDEA Application Webinar](#)

Description: This session will provide participants with key updates and changes to the Phase II IDEA application, new regulations for Comprehensive Coordinated Early Intervening Services (CCEIS), provide an overview of the application process, and clarify key activities and timelines.

Click on a webinar date to register for that session:

- [Thursday, Aug. 15, 2019: 11 a.m.-12 p.m.](#)
- [Wednesday, Aug. 28, 2019: 1-2p.m.](#)
- [Wednesday, Sept. 11, 2019: 10-11 a.m.](#)
- [Wednesday, Sept. 18, 2019: 11 a.m.-12 p.m.](#)

Please do not hesitate to reach out to your grant manager, Cristi Purnell, Cristi.Purnell@dc.gov, Mabel Kennedy, Mabel.Kennedy@dc.gov or Kieran Bowen, Kieran.Bowen@dc.gov with any questions throughout the process. We look forward to continuing to support your important work over the upcoming year.