W

ashington Day School Public Charter School

FINAL CHARTER APPLICATION

The mission of WDS PCS is to create a Kindergarten through Eighth Grade learning community in which students, faculty and staff are challenged to perform at the highest levels and become globally competent 21st century citizens, through the use of the latest technology, innovative ideas and established best practices.

Submitted to the District of Columbia Public Charter School Board

February 1, 2012

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Executive Summary

Mission
The mission of The Washington Day School Public Charter School is to create a kindergarten through eighth grade learning community in which students, faculty, an staff are challenged perform at the highest levels and become globally competent 21st century citizens, through the use of the latest technology, innovative ideas and established best practices.

Vision & Educational Focus
All students are entitled to a high quality public education as defined by high academic and behavioral expectations. We propose to provide a highly structured kindergarten through eighth grade elementary-middle school built upon a rigorous college preparatory curriculum, accompanied by daily academic supports students need to achieve.

To guide the development of the Washington Day School PCS as a school that effectively educates all children to master high standards for academic achievement, we have looked to the 'effective schools' work of Dr. Anthony Bryk and his colleagues at the Chicago Consortium for School Reform (CCSR) and the work of EdVisions. These organizations, whose extensive research documents the differences between effective and ineffective schools operating in the same district, have found that a school must organize itself around "essential supports" or principles. The research is particularly useful for our planning team because it is rooted in findings about schools with student populations very similar to the one we anticipate serving at WS PCS. Specifically, this framework details what enables some schools to effectively meet the needs of English language learners, students with special learning needs and students eligible for free/reduced meals. WDS PCS founders are committed to building a school, which attends to all 'essential supports' and values of this framework:

Building on the success of other high performing schools across the country and research based models, WDS PCS will adopt the Chicago Consortium for School Reform (CCSR) *EdVisions Schools* model or 'essential supports and principles' as the philosophical underpinning and driver of the school's academic and non-academic program(s). The 'essential supports' supports or will provide the framework and guideposts, for developing the necessary systems, structure, learning experiences, and tools for the school. Utilizing these values/principles as a foundation for the educational program ensures that our students help move beyond dependency in learning to become successful independent learners. The values/principles are:

1. A Culture of 'No Excuse' and High Expectations. The WDS PCS model is heavily influenced by the "No Excuses" school model, a model that has proven to be extremely effective in raising student achievement levels in at-risk student populations. Research on high-performing schools serving low-income and communities of color has consistently demonstrated that **a culture of no excuses** and a belief in the ability of *all* students to achieve **at high levels** is of paramount importance to securing positive student outcomes.

2. An Orderly and Structured Learning Environment Structured Learning Environment. High performing schools echo the same core belief about building a successful school: a highly disciplined culture is integral to establishing an environment where students can achieve at high levels. WDS PCS leaders, faculty and staff, will build structure through explicit processes, procedures, rituals, and routines that are consistent in every classroom and hallway.

3. Achievement Focused School Culture. In order to be critical thinkes and succeed academically, students must have skills and content "already known, and to achieve mastery students must have rigorous instruction and supports to develop that skill and knowledge base. Teachers will develop rigorously designed curricula that are aligned with the District's common core state standards. The WDS

belief is that the future of academic success is built on a strong foundation in the traditional 3 Rs (reading, writing and arithmetic.

4. Data Informed and Driven Whole-School Decision Making. Continuous collection of student outcome data, assessment, and checking for student understanding of content is critical to student success---and our success as an 'effective' school**.** WDS PCS will specifically utilize a 'data-driven inquiry approach' which will help our teachers invest energy where it has the greatest impact. By keeping everyone's attention on student performance data, the data driven inquiry approach will simultaneously foster a culture of 'constant improvement of practice' and shared responsibility for student success

5. Character Education Integrated throughout the Curriculum. At WDS PCS we will teach the important role that character plays in learning and achievement. Through daily Morning Meetings, in classroom discussions and reflection sessions, weekly 'Being Excellent' (Leadership, Excellence, Accountability, Self-Determination, Empathy and Respect the school will inculcate these core values school wide and on a daily basis. Each student will be taught the importance of each value

6. Teaches as 'Centers of Excellence. Excellent teachers are essential for excellent results. Educational researchers indicate that 'teacher quality is the most important determinant of student success.' Recruiting and training great teachers will thus be one of WDC PCS's foremost priorities. WDC PCS will only hire teachers with the highest expectations and a firm belief that all children can learn. All teachers will have dedicated time every day to collaborate, analyze student achievement data and plan. At WDC we believe that without 'excellent teachers we can't have an excellent school'.

5. Extended Learning Time for Students. The leaders of WDS PCS recognize that many of its students will come to school significantly below grade level or simply be struggling or 'reluctant' learners. As such, WDS PCS will provide our students with a systematic schedule of additional learning time and time on task.

6. Technology as a 21st Century Teachin and Learning Tool. The potential benefits of using technology for young children's learning and development are well documented. As technology becomes easier to use and At WDC we educators have a responsibility to critically examine the impact of technology on children and be prepared to use technology to benefit children. All WDC students will be provided with a tablet or laptop beginning in Kindergarten.

Founding Group
The WDS Founding Group, whose formation began in 2010, believes that there is a serious need for a K-8 educational alternative in Washington, D.C. and firmly believes in the educational philosophy of a school that sets high expectations with the structures and supports for every student to meet them. We believe in an environment where all staff and families believe in teaching and developing the character values that each student needs to achieve, compete, and succeed in high school, college and the 21st century global economy.
Operations, School Schedule & Calendar
The Washington Day School PCS plans to open in SY 2013-2014 with 120 students in grades Kindergarten through 2nd grade. The WDS instructional day will run from 7:30-5:00. The school day will be shorter for students in the lower grades (K-5) versus the upper grades to reflect the physical abilities and development needs of the students. The academic calendar will include at least 190 days of instruction All Kindergarten classrooms will be supported by two instructional staff (i.e., a Lead Teacher and Teaching Assistant/Teaching Fellow), Literacy and Math Coach. Students will begin world language exploration in Spanish and/or Chinese beginning in Kindergarten and all classrooms will have state-of-the art technology (i.e., tablets, laptops, interactive white boards, digitized textbooks, etc.) available for both students and teachers. The school seeks to locate in Ward 6, 7 or 5.

PROPOSED PLANS

Section A: Educational Plan

WDS PCS

The Washington Day School Public Charter Public Charter School
A School without Walls

The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.

Rev. Martin Luther King, Jr.

1. Mission and Purpose of the Proposed Public Charter School

a. Educational Needs of the Target Student Population

Americas' children are entitled to high performing schools shaped and driven by high behavioral and academic expectations. We propose to provide a highly structured kindergarten through grade eight (elementary-middle school) built upon a rigorous college preparatory curriculum, and accompanied by daily academic supports for students (and their parents and families). In addition, integrated and embedded throughout the curriculum and culture of the school, will be international themes and a structured character education program that stresses leadership; accountability, self-determination, respect and generally **'Being Excellent' --**to succeed. It is our belief that by the completion of eighth grade all Washington Day School Public Charter School students student will be set on a path to succeed in high school and on their way to college

The Washington Day Public Charter School (hereinafter 'WDS PCS') seeks to create a school where teachers students will 'think intensively and critically'. The WDS PCS will serve students in grades kindergarten through 8th grade who reside in the District of Columbia. The school has not yet secured a permanent facility; however, our primary focus will be students who reside in Wards 6, 5 and 7. Currently, there are five (Ward 6), nine (Ward 8), one (Ward 7), five (Ward 1), three (Ward 2), twelve (Ward 4), two (Ward 5 and zero (Ward 3) Kindergarten through grade 8 District of Columbia public charter schools as of SY 2011-2012. See the Tables 1 and 2 below for the distribution of public and public charter schools by program (Pre-school through Adult, and International Baccalaureate) and ward. Students enrolling in kindergarten must be five years of age as of December 31st of the school year.

While ward 8, has one (public charter) proposed IB Diploma Program programs, it is not linked to a PYP-MYP program (i.e., Primary Years or Middle Years International Baccalaureate Program). None (0%) of the public and/or public charter schools currently offer a 'linked' Primary Year through/or Middle Years Program as part of their educational focus/curriculum or as part of their course of study. The charts below also provide the frequency distributions for the public charter and District of Columbia Public schools by ward, by International Baccalaureate availability and school grade composition:

Table 1: Distribution of Public Charter Schools by Ward, IB Programs/Type and Grade

WARDS	PS only	PS/Elem	PK only	PK/Elem	PK/Elem/MS	PK/Elem/HS	Elem only	Elem/MS	Elem-H	MS only	MS/HS	HS only		IB[1]	Total by Ward
1	1			2		1		**5**					5		14
2							2	**3**		1					6
3	0	0	0	0	0	0	0	**0**	0	0	0	**0**	0	**0**	0
4					1			**12**	1		1		1		16
5			2	8	1	1		**2**				1		1PYP 1DP	15
6								**5**			1	**1**	2		9
7	2		1	1		3		**1**		2	**5**	1			16
8	2	3			1			**9**	1		1	**1**	3	1DP	20
Total by Type															96

Source: DC Public Charter School Board 2011-2012 Charter School Director (Updated August 9, 2011, pgs. 3-4)

Table 2:District of Columbia Public School Campuses by Ward 2011-2012 (to include IB)								
School Type	Ward							
	1	2	3	4	5	6	7	8
Educational Center (6-8)(Pre K-8) (EC)	1	1	-	6	8	1	1	-
Elementary School (Pre-K – 5)(ES)	8	7	8	2	-	13	15	14
Middle Schools (6-8)-	0	1	1	1	-	3	3	3
Middle Schools 6-12) only	1	0	0	0	0	0	1	0
High School (9-12)	2	2	1	3	6	1	2	2
International Baccalaureate[2]	1DP 1PYP	0	1MYP	1PYP	1DP	-0	-0	-0

Source: District of Columbia Public Schools www.dcps.gov/DCPS/profiles

Based on demographic research and reports of the students and families living in the wards targeted, on all the educational and economic indicators surveyed, the National Center for Education Statistics, *School District Multi-Year Profile* (District of Columbia)(i.e., educational attainment, household type/high school graduation, female headed household, English language proficiency, poverty status in the past 12 months by household status , etc.)—approximately 67% percent of children in traditional public and 78% of public charter school students live in households with income at or below 185% of U.S. poverty guidelines and/or in female headed households[3].

Similarly, according to the earlier McKinsey & Co report "*The Economic Impact of the Achievement Gap in America's Schools*", students eligible for the free lunch program (as over 60% of the children in the target wards are projected to be) are 6 times more likely to be below "the basic National Assessment of Education Progress (NAEP) in 4th grade math than students in other wards or outlying suburban districts and towns."

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[1] The public charter programs as of SY 2011 are all in the 'candidate' stage, undergoing a 3 year review period from the initial Letter of Intent to the granting of candidate status. YuYing PCS a PYP program, Washington Math and Science PCS (DP) and National Collegiate Preparatory PCHS (DP)

[2] The DCPS schools offering the International Baccalaureate programs are; Banneker (DP) and H.D. Cook (PYP) in Ward 1; Sheppard Park (PYP) inward 4; Deal (MYP) in Ward 3, and Thomson ES (PYP) in Ward 7

[3] See www.dcneighborhoods.com and IFF report "*Quality Schools: Every Child, Every School, Every Neighborhood*" (2012)

These statistics are predictors of the potential for academic difficulty and/or failure facing the children we hope to serve—but we are undaunted. Early intervention (beginning a school at Kindergarten) , caring but rigorous-no excuses academic and behavioral structures, and supports ---will necessarily abort a culture of persistent and intergenerational poverty and provide a pathway for our students to be engaged and productive 21st century citizen of the global economy.

Rationale for Enrollment

Our demographic and environmental 'scans' of both DCPS and PCSB primary and middle school options in the target wards (and in other parts of the District) indicates few comparable educational models as the one being proposed by WDS PCS. The WDS PCS proposes to open in August 2013 with 120 students in grade kindergarten through grade 2. . Each year thereafter, the school will enroll 120 new kindergarten through 2nd grade students until we reach maximum capacity of 400 in grades k-8. . In our fifth year of operation, we will open our middle school, with 40 -sixth graders. During the sixth year, we will consider enrolling students at the 7th grade, who were not enrolled as kindergarteners--- as the school expands. The WDS PCS is committed to maintaining small classroom sizes—not to exceed a 20:1 student/teacher ratio. (See Section H, Demographic Analysis Form for an additional discussion on the school's impact on the existing communities/wards, neighborhood schools. We have provided a rationale for the chosen location in Sections A and H).

Assuming no attrition, the school would reach 60% capacity of 240 K – 6th grade students (the first year of opening our middle school students) by September 2017, and full capacity or 400 middle school students by SY 2019-2020 (See chart below for the WDS PCS enrollment projections over 7 years). Please note, our projections do not factor in possible or significant attrition and presumes that enrollment and promotion numbers will remain relatively stable. We will revisit this should our enrollment fall below 40 students per /grade or we begin to develop a significant wait list and/or higher than anticipated demand*.*

School Year	Grade Levels	Proposed Total Student Enrollment
Year 1 (2013-2014)	K, 1, 2	120
Yea 2 (2014 - 2015	K, 1, 2, 3	160
Year 3 (2015-2016)	K, 1, 2, 3, 4	200
Year 4 (2016 2017)	K,1, 2,3,4,5	240
Year 5 (2017-2018)	K-5,6	280
Year 6 (218- 2019)	K-5,6,7	320
Year 7	K-5,6,7,8	360

Rational for chosen location and impact on existing schools and neighborhood

A 2012 study commissioned by DC Mayor Vincent Gray found that there is a shortage of "Tier 1 seats" in [4]10 neighborhoods or clusters of neighborhoods (most of them south and east of the Anacostia River in wards 7 and 8 and portions of wards 1 and 5). More than 'half of the shortfall' was found to be for grades kindergarten through fifth grade.

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[44]Using a formula based on standardized test score trends and projections to 2016, the report separated public schools into quartiles, or four performance tiers. In schools, designated Tier 1, anywhere from '60 t 100 percent of the students test at or above grade level and showed the steepest improvement curves. (see "*Study Help or shut schools in poor D.C. areas, add charters"*, Washington, Post, 1/2012),'

Because of the challenges charter schools face in finding a permanent facility, we cannot (with any real assurances at this writing) formally indicate where the school will locate.[5] (See Section H ward/neighborhood preference). However, we expect that wherever a facility is identified, we will be equipped to continue to serve students from the same neighborhoods as existing public charter and DCPS schools (see the chart above). As such, we have chosen to seek to locate in those wards where there are a **relative dearth** of 'combined' Kindergarten through middle school schools (K-8) , world language exploration, early technology education integration in ELA and math, International Baccalaureate educational options---and Tier 1 schools (as designated by the IFF report and the PCSB) with our particular mission. In short, while we do have a preference for location—we are more moved by being able to offer our expertise, passion and unique academic and character development offering --- in any location that is accessible, where there is community support for the WDS PCS model, and requires minimal leasehold improvements and /or renovation.

Every available indicator-state, national and international assessments of math and reading skills; student flagging achievement in middle schools (and companion social-emotional disconnects); high school graduation rate; college attendance and remediation; and employer surveys tells the same story: Too many middle school students enter high underprepared for the rigor, and many high school students drop out and too many others graduate unprepared for college or employment.[6] The Founders of WDS PCS are committed to ensuring that our children are among those who are prepared for high school, college and the global workforce.

The founders understand that as the portfolio of public charter schools 'expands—competition for a relatively static population also grows. Nonetheless, we similarly understand that there continues to be a pressing need for high performing schools and educational options for children in the nation's capital. Similarly, given the few schools providing our particular educational focus—we believe that we will occupy and attract a niche market and have relatively low or negative impact on surrounding or existing schools. The founders would hope to partner with other public charter, independent and public school's to share best practice instructional and professional development stratagems for our students and teachers. We are of the belief that 'if we build it they will come!"

Washington Day School Projected Population: population: The Characteristics of Students with Exceptional Needs and English Language Leaners

Based on historical data from District of Columbia Public Schools and Office of the State Superintendent of Education (OSSE), WDS PCS students will likely be predominantly African American (in most wards except 1 and 3) and 75% or more will qualify for free or reduced-priced lunch/meals. Between 5% to 10% will speak a language other than English at home (and/or are foreign born) and between 12% and 18% will qualify for special education services. This serves the mission of preparing students to enter, succeed in, and graduate from college because low-income students of color are underrepresented the in the population of competitive public and private high schools and as college graduates. Even as college matriculation rates 'creep' upward for low-income minority students, graduation rates are still stark with

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[5] The lead founders have begun discussions with realtors, university officials and local churches regarding the availability, appropriateness, and affordability of facilities in the target wards. Upon approval of the charter petition, WDC will begin discussions with Building Hope, and the Mayor's representatives responsible for leasing public space to non-profits and charter schools.

[6] Noguera, P.A. & Wing, J. (Eds.), 2006. *Unfinished Business: Closing the Achievement Gap in Our Schools*. Sa Francisco: Josey Bass.

only about 25% of low-income students and 20% of African American and Latino students earning any type of post-secondary degree.[7]

Serving Students with Special or Exceptional Needs at Washington Day PCS
A review of the literature on prevalence and/or incidence rates of students likely to have special needs in the demographic that we are targeting, indicates that the national average is estimated (conservatively) to be approximately 12%. However, data from the a survey of charter leaders and data reported on the OSSE and PCSB (Public Charter School Board) websites, suggests that the figure will be closer to >15%, with increasing numbers of Level 2 and Level 3 students (requiring up to 16+ hours/week of specialized counseling, therapeutic and/or supportive special education services). The financial model that we have constructed has built in 'contingency' plan that will allow us to absorb additional special needs students up to approximately 18% of our student body.

Similarly, we have investigated a number of 'best practice' programs (Mission Hill School/Boston; E.W. Stokes and E.L. Haynes/Washington, DC)) that have been successful in garnering positive outcomes for students with exceptional needs (to include above average and reluctant learners) on informal and formal assessments. Since our first incoming class will be 5 year olds, WDS PCS may be their first formal academic or educational experience. As such, we will devote significant time in August and September in assessing their learning styles and other needs to ensure their successful matriculation at WDS PCS---- but more importantly that they enjoy learning. PCS

WDS PCS expects to recruit, enroll and serve a diverse population of learners with a diversity of educational and social/emotion needs. . The school and its faculty will develop appropriate challenging curriculum to ensure that the unique needs of all English Language Learners and students who qualify for special education services are met. In order to provide access to the curriculum for these students, the following strategies will be employed: 1) specialized training for all teachers so their instructional techniques meet the unique and special needs of all of our students; 2) co-teaching (where feasible) that allows for the presence of additional 'adult' working with students in smaller groups, individualized instruction 3) multiple forms of student assessments 4) differentiated instruction, 5) cooperative learning 6) creation of Personal Learning Plans for every students that highlight strengths, areas of need, interests, and accommodations and modifications; 7), Saturday Scholars Academy for Struggling and Accelerated learners, 8) state of the art adaptive and/or assistive technologies, 9) bilingual staff (as need) and10) Extended Block time and classes for intensive and individualized academic and recreational activities.

b. Mission and Philosophy

Mission
The mission of The Washington Day School Public Charter School is to create a kindergarten through eighth grade learning community in which students, faculty, an staff are challenged perform at the highest levels and become globally competent 21st century citizens, through the use of the latest technology, innovative ideas and established best practices.

Philosophy
To guide the development of the WDS PCS as a school that effectively educates all children to master high standards for academic achievement, we have looked to the 'effective schools' work of Dr. Anthony Bryk and his colleagues at the Chicago Consortium for School Reform (CCSR) and the work of EdVisions. These organizations, whose extensive research documents the differences between effective

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[7] http://www.nytimes.com/2008/12/09/education/09gates.html?_r=1

and ineffective schools operating in the same district, have found that a school must organize itself around "essential supports" or principles. The research is particularly useful for our planning team because it is rooted in findings about schools with student populations very similar to the one we anticipate serving at Washington Day School PCS. Specifically, this framework details what enables some schools to effectively meet the needs of English language learners, students with special learning needs and students eligible for free/reduced meals. WDS PCS founders are committed to building a school, which attends to all 'essential supports' and values of this framework:[8]

Building on the success of other high performing schools across the countr and these research based models, WDS PCS will adopt the Chicago Consortium for School Reform (CCSR) *EdVisions Schools* model or 'essential supports and principles'[9] as the philosophical underpinning and driver of the school's academic and non-academic program(s). The 'essential supports' supports or will provide the framework and guideposts, for developing the necessary systems, structure, learning experiences, and tools for the school. Utilizing these values/principles as a foundation for the educational program ensures that our students help move beyond dependency in learning to become successful independent learners. The values/principles are:

Culture of No Excuses and High Expectations .The WDS PCS model is heavily influenced by the "No Excuses" school model, a model that has proven to be extremely effective in raising student achievement levels in at-risk student populations. Many of the nation's highest performing charter groups – including KIPP, Achievement First, and Uncommon Schools – implement some form of this model. Abigail and Thernstrom's landmark book, *No Excuses: Closing the Racial Gap in Learning*, (2003) details several proven elements which these successful schools have used to close the achievement gap – and which the Washington Day School will adopt in full.

There is clear evidence that the "No Excuses" model can raise the level of academic achievement in at-risk student populations. It is important to reiterate that the model embodies the idea that *all* students will be successful, go on to college, and have the opportunities that follow academic achievement. By focusing on the mastery of literacy , numeracy and cognitive ability, these schools are unquestionably successful in raising the achievement levels of all students. Perhaps most notably, many of the highest performing open-enrollment charter schools in the nation model themselves off the aforementioned mode

All students can and will succeed given the right instruction, setting, and supports. Additionally, rather than the staff alone having high expectations of students—we believe that there are **no excuses for families** not to participate fully as partners with WDS PCS in the development and education of their child . As such families will also be required to actively participate in reinforcing those high expectations at home. Parents are an essential resource to any school and we know that stronger parent support will result in increases in student achievement. All WDS PCS teachers and administrators will build relationships with parents; this relationship and it will be maintained through constant communication throughout the school year.

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[8] Bryk et al., 2010

[9] Additionally, the EdVisions and Consortium's goals are to encourage the creation of schools that will enhance relationships and build relevant learning environments that empower students, parents and teachers to make choices. Schools or learning environment who adopt these 'essentials' also utilize self-directed, project-based learning to build student autonomy through relevant learning opportunities; create student belongingness through full-time advisories; and empower teachers via teacher-led and democratically governed schools. To create engaging schools of this nature requires EdVisions schools to engage in dialogue concerning the nature of learning and assessment that aligns with whole-child development rather than academic achievement alone

Every aspect of the WDS PCS design is grounded in its mission to ensure every student is receiving an education that will make him/her college ready. Research on high-performing schools serving low-income and minority populations has consistently demonstrated that **a culture of no excuses** and a belief in the ability of *all* students to achieve at high levels is of paramount importance to securing positive student outcomes

A Orderly and Structured Learning Environment. High performing schools echo the same core belief about building a successful school: a highly disciplined culture is integral to establishing an environment where students can achieve at high levels. WDS PCS leaders and staff will build structure through explicit processes, procedures, rituals, and routines that are consistent in every classroom and hallway. Before effective instruction can occur, a school must establish a stable, safe, supportive environment for students and teachers. We will hold students to a fair and strict code of conduct with clearly defined actions and consequences. Expectations will be taught at student orientation, before classes begin—and reinforced throughout the year.. Students will learn that they are part of a community and will be are taught the positive and negative consequences associated with their actions. Teachers develop and deliver lessons that bring our code to life, and teachers are trained on how to implement the code in a fair and consistent manner. All students, particularly those with learning disabilities, benefit from a school community that explicitly teaches expectations and provides the structures in which they can thrive.

Achievement Focused School Culture. In order to . and perform advanced work, students must have skills and content "already known, and to achieve mastery students must have rigorous instruction and supports to develop that skill and knowledge base. WDC will build this foundation through the implementation of our core principles, all of which are informed by the practices of high performing urban charter schools that inspire our school design. Teachers will develop rigorously design curricula that are aligned with the District's common core state standards.[10] Using grade level standards, we create an annual curriculum calendar, indicating which standards are to be taught (and assessed and re-assessed) during which weeks. Teachers work with school leaders to plan and design rigorous and relevant curriculum units and teachers are supported to carefully plan and deliver effective instruction. All teachers and leaders will engage in backwards planning, using Understanding by Design.[11]

Data Informed and Driven Instruction and Decisionmaking. Continuous collection of student outcome data, assessment, and checking for student understanding of content is critical to student success---and our success as an 'effective' school. Before the school year, we will assess all newly enrolling and enrolled students using research-proven, age-appropriate standardized assessments such as the Stanford 10, NWEA, DRA-2, and DIBELS to diagnose individual and cohort academic needs. This diagnostic will inform curriculum planning and development , while simultaneously identifying students that may need additional, focused academic interventions from the beginning of the year. Frequent and thorough use of additional assessments[12] will provide time-sensitive, predictive, and highly targeted data on mastery of year-long curricula expectations, thus informing real-time instruction and tutoring plans for cohorts, small groups and individuals. A study on "High Performance in High Poverty Schools" asserts that "[t]he focus

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[10] Through the planning year, we will work to align all assessments with the newly adopted Core State Standards Cross as published by the District of Columbia Office of the State Superintendent of.

[11] Wiggins, Grant, and Jay McTigh.. *Understanding by Design* (2nd ed) Alexandria, VA: ASCD. 2005.

[12] We are exploring the use of internally developed comprehensive assessments such as those developed at E.W. Stokes Community Freedom School, Roxbury Prep (Boston), Success Schools (NY) and the Academy of the Pacific Rim (6th – 8th grade only) versus those externally developed or commercially developed. WDS PCS will work with either Achievement Network or Discovery/Think Link for assistance with the creation of Common Core standards aligned week and monthly probes in mathematics and English is used by some schools. Our preference is for our teachers to have the principal responsibility for developing most internal formative assessments (i.e., exit tickets, monthly all-school/grade writing prompts, quizzes, end-of unit, and end-of-semester exams). Our final decision will be based upon the value of the external provider, and the priorities of our own internal staff training.

on improvement is especially important in an environment where many students come to school with academic skills that are substantially below grade level. At the WDS PCS , we will look for strategies that our teachers can use to improve outcomes for all of our students. We will learn from the latest research, observe what proves successful in other cities, and test and evaluate approaches that have potential to increase student achievement at WDS PCS PC. For the founders, data will not only drive instruction, but will also inform the decision approaches we will implement to provide our students with the most effective teaching and instruction.

WDS PCS will specifically utilize a 'data-driven inquiry approach' (see the Chicago Consortium for School Reform)will helps our teachers invest energy where it has the greatest impact. By keeping everyone's attention on student performance data, the data driven inquiry approach will simultaneously foster a culture of 'constant improvement of practice' and shared responsibility for student success. The 'data-driven inquiry approach is a systematic way of responding to gaps in student learning. School data teams will participate in many inquiry cycles over the course of a school year. In each cycle, teams will plan and implement small changes in practice that they hypothesize will lead to big gains in learning.

School teams will receive support to:

- analyze student data to uncover patterns in classroom and school practices that allow performance gaps to persist.

- identify a group of target students, set specific goals for improvement, implement small changes in practice, and refine the approach until goals are met.

- build on successful work with target students so that evidence rather than anecdote informs decisions about school policies, use of resources, curriculum, and other practices that affect all students.

- identify their own professional learning needs and seek support where needed.

- develop teachers' and administrators' capacity to improve outcomes for struggling students and lead school-wide change.

Through multiple cycles of inquiry, teams of teachers, staff and administrators will routinely identify target students who are off track for success, identify specific learning gaps to address, and implement and refine interventions until the education target goals are met. To support these efforts, during the planning year , we will also develop a suite of data tools that will assist teachers and school administrators leaders understand and address students' learning needs.

Character Education. "***The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.***" At WDS PCS we will teach the important role that character plays in learning and achievement. Through daily Morning Meetings, in classroom discussions and reflection sessions, weekly 'Being Excellent' (Leadership, Excellence, Accountability, Self-Determination, Empathy and Respect the school will inculcate these core values school wide and on a daily basis. Each student will be taught the importance of each pillar or value, presented with examples of how each looks in our school community and in the world beyond school, and provided with reflection activities as they incorporate values into their own character and actions. Students will be excited about the future as they aspire to achieve excellence. Working hard and meeting expectations warrants celebration – we celebrate our achievements often.

Teacher as the Centers of School Excellence. Excellent teachers are essential for excellent results. Educational researchers indicate that 'teacher quality is the most important determinant of student success'. Recruiting and training great teachers will thus be one of WDC PCS's foremost priorities. WDC PCS will only hire teachers with the highest expectations and a firm belief that all children can learn. All teachers will have dedicated time every day to collaborate, analyze student achievement data and plan highly effective lessons. .

We expect teachers to challenge and engage students with rigorous, standards-based lessons, use data to inform their planning, create classroom cultures that demand high behavioral expectations and 'Be excellent' **while** creating a 'joy factor' for learning, and ensure that lessons are differentiated to meet the needs of all students. Without excellent teachers, we will not have excellent students and school. Once hired, WDS PCS will further develop teachers through frequent classroom observations and peer collaboration

Extended Learning Time for Students. The leaders of WDS PCS recognize that many of its students will come to school significantly below grade level or simply be struggling or 'reluctant' learners. . As such, WDS PCS will provide our students with a systematic schedule of additional learning time. Research has consistently shown that an educational program utilizing additional hours of carefully planned, engaged academic learning is directly correlated to increased student achievement. WDC PCS's schedule reflects the belief that literacy and numeracy skills are the gateways to college preparatory learning.

Our after-school programs will give our students the additional instructional time they may need to succeed academically. Providing expanded learning time in an optional, after-school program, rather than during the regular school day (for kindergarten through 2nd grade), allows the school to concentrate its resources on the students who need them most, rather than unnecessarily incurring the costs of extending the school day for everyone. The after-school programs will be strongly recommended for students who are struggling academically and they will be free for those who qualify

Technology Used as a 21st Century Teaching and Learning Tool: Blended Learning in the Early Years. The potential benefits of using technology for young children's learning and development are well documented (Wright & Shade 1994). As technology becomes easier to use and early childhood software proliferates, young children's use of technology becomes more widespread. Therefore, educators have a responsibility to critically examine the impact of technology on children and be prepared to use technology to benefit children.

WDS PCS has review the research on the potential benefits of technology for young children's learning and development –and they are well documented(Wright & Shade 1994). As technology becomes easier to use and early childhood software proliferates, young children's use of technology will becomes more widespread. Therefore, we as educators (an especially of our youngest and beginning learners) we have a responsibility to critically examine the impact of technology on children and be prepared to use technology to benefit our children's cognitive and socio-emotional growth and development.

WDS PCS has reviewed research that points to the positive effects of technology on children's learning and development (Clements 1994), the research indicates that, in practice, computers supplement and do not replace highly valued early childhood activities and materials, such as art, blocks, sand, water, books, exploration with writing materials, and dramatic play. Research indicates that computers when used in developmentally appropriate ways beneficial to children and also can be misused, just as any tool can (Shade & Watson 1990). Developmentally appropriate software offers opportunities for collaborative play, learning, and creation. Educators must use professional judgment in evaluating and using this

learning tool appropriately, applying the same criteria they would to any other learning tool or experience. They must also weigh the costs of technology with the costs of other learning materials and program resources to arrive at an appropriate balance for their classrooms.

The WDS PCS OCS teacher's role will be critical in making certain that good decisions are made about which technology to use and in supporting our students in their use of technology to ensure that potential benefits are achieved. Teachers and the instructional coaches will take time to evaluate and choose software in light of principles of development and learning and will carefully observe children using the software to identify both opportunities and problems and make appropriate adaptations. At WDS PCS – we feel that choosing appropriate software is similar to choosing appropriate books for the classroom. Our teachers and coaches' role will be critical in making certain that good decisions are made about which technology to use and in supporting children in their use of technology to ensure that potential benefits are achieved. Teachers will take time to evaluate and choose software in light of principles of development and learning and must carefully observe children using the software to identify both opportunities and problems and make appropriate adaptations.

Technology extends benefits of collaboration beyond the immediate classroom environment for children in the primary grades who can already read and write. With the potential of access to the Internet or other on-line "user friendly" networks, our students can collaborate with children in other classrooms, cities, counties, states, and even countries. Through electronic field trips in real time or via diskette, our children will be able to share different cultural and environmental experiences.

Every classroom will have has its own guiding philosophies, values, schedules, themes, and activities. As part of the teacher's overall classroom plan, computers/technology will be used in ways that support these existing classroom educational directions rather than distort or replace them. Technology will be fully integrated into our elementary through middle childhood practice physically, functionally,and philosophically. Teachers will make integration happen at the classroom level in at least five ways:

• Locate computers in the classroom, rather than in a separate computer lab for grades K-4.
• Integrate technology into the daily routine of classroom activity. For example, a teacher might introduce musical rhythm with actions, recordings, and a computer used as an electronic rhythm-matching game. The children then would work in small groups with the software program .
.
• Choose software to enrich curriculum content, other classroom activities, or concepts. For example, the programming the school's Kids/Learning Center or classroom might allow children to invent their own rhythms that they could simultaneously hear played back and see displayed graphically. They could edit these rhythms on the computer, hearing and seeing the changes.

• Use technology to integrate curriculum across subject matter

Extend the curriculum, with technology offering new avenues and perspectives. For example, exploring shapes on the computer will provide opportunities to stretch, shrink, bend, and combine shapes into new forms. Such activities enrich and extend children's activities with physical manipulatives

To achieve the potential benefits of technology, both pre-service and in-service training will be provided on regular basis for all WDSPCS teachers. Technology is a tool that can be used to create an efficient and effective educational program. Technology, including a data management software system will be used by staff to meet the needs of students; to access best practices; to create unique learning experiences that align with the District of Columbia Learning/ content standards; to analyze student assessment results; and to report to parents and the charter authorizer. Teachers and administrators will use tablets or PDA devices to record and analyze grades (in real time), classrooms will have interactive smart boards, and

routinely use Skype to connect our students with classrooms around the world. Students will, use Achieve 3000, a web based literacy tool to work on becoming 'master' readers, project management software on a daily basis to plan and organize their learning, to record and monitor their progress, to document their instructional minutes and to evaluate their work, as well as the work of others. Students will have access to computer programs and other technologies to learn skills they can utilize in real-world contexts. Computer to student ratios and student workspaces will be similar to real-world work areas. Students will have access to other technologies, such as printers, cameras, fax machines, video and music production equipment, media graphics, and various software programs.

Finally, as part of our goal to grow 'international minded' students, WDS PCS will embrace the philosophy of the 'community, nation and th world as or campus and learning 'canvas'—or a 'school without walls.' Typically, found at the secondary school level, we look to implement this philosophy and practice beginning with our kindergarteners all the way up to our middle school students*.*

A' School without Walls '– WDS PCS students are fortunate to be located in the nation's capital. The richness of Washington, D.C.'s museums, exhibitions, galleries, historic buildings and theatres offers our students access to educational enrichment that is unparalleled anywhere else in the world. We will encourage teachers to actively seek 'alternatives to conventional instruction 'opportunities for students to engage in educational experiences outside the confines of the conventional classroom environment. In keeping with the SWS High School history, WDC will utilize community and international resources to enrich and encourage thinking and learning -- beyond the textbook as well. The WDS PCS instructional program will encourage and emphasizes teaching approaches in which learning activities use the District as its campus—and are carried on throughout the wider community and internationally As our students mature academically and physically, the school will offer opportunities for our students to further explore the DMV (District-Maryland-Virginia) and international educational and travel opportunities.Our educational philosophy completely aligns with our college preparatory mission. By following the values/attributes listed above, we will foster permanent and self-perpetuating educational attainment and personal habits that stick after our students 'graduate' or leave our school – habits that can carry them through high school, to college, and through college to graduation and beyond.

'We are what we repeatedly do. Excellence then, is not an act but a habit.
Aristotle (384-322)

c. Educational Focus
The central tenet of the WDS PCS educational focus is on the growth of the whole child and preparation for secondary and post-secondary education. In order to 'grow' students of the highest caliber who are not only capable of excelling in high school and college, but also capable of competing successfully with their national and international peers, our students must be developed both academically and socio-emotionally. For this reason, our academic design cultivates students through two venues: our rigorous academic program and our '**Be Excellent**' character development program. Students' success in both will properly equip them to succeed in their future schooling, to positively impact their communities, and to in the highly completive 21st century global economy.

Academics and Learning at WDS PCS: A Focus on the Three "Rs and Technology" from Age Five to Thirteen

Our academic program will be structured to accomplish two specific goals: (1) students will become proficient readers, and writers and (2) students will demonstrate proficiency and in the application of mathematical computational and problem solving skills. Additionally, students will be required to demonstrate proficiency and literacy in the use of a variety of digital technologies to support student

mastery of age/grade appropriate reading, language, writing, mathematics and speaking and listing skills. Acquisition and mastery of basic skills will serve as the foundation that allows students to successfully access content in other subject areas (regardless of the grade level) , and will allow students to clearly express their ideas to others. The ability of students to synthesize answers, analyze factors that contributed to a variety of historical events, apply math skills in complex real world problems, or make inferences when reading challenging literary texts, or will require that they first gain the skills and relevant content knowledge in the appropriate subjects. Thus attainment of the second goal requires that the first goal is reached.

Implementation of curricula at all grade levels will allow both the first and second goals to be reached. Curricula at each grade level will address both skill acquisition and mastery of subject specific content. Assessments that test for the level of content mastery will be developed through which students must demonstrate the ability to make inferences, and to synthesize, analyze information. Addition (s) will be designed to focus more heavily on skill acquisition since we expect a majority of incoming students to arrive with significant academic gaps in learning. Beginning with the 6th grade, the curriculum for 7th and 8th grades will focus more heavily on mastery of subject specific content as demonstrated through synthesis, analysis and inference.

Students in the Middle School (6-8th grade) will be required to minimally take courses in five core subjects: math, English Language Arts[13], world language, social studies/history, and science.

Academic Areas of Focus
English Language Arts (Literacy)
One of the greatest barriers that hinder students' academic success, and their success well after they have finished their schooling, is their ability to read with fluency and then comprehend what they have read. Studies continue to show that more than half of college graduates do not possess the requisite literacy skills to allow them to compare credit card offers with different interest rates or summarize the arguments of newspaper editorials.[14] The results of the National Assessment of Educational Progress (NAEP) indicate that nationally only 29% of 3rd grade public school students were proficient in reading and math in 2010.[15] There is certainly a correlation between the literacy level of college graduates and the mastery of standards and content related to literacy in earlier grades. In order to fulfill our role in helping to develop literate and independent citizens with the ability to make informed decisions about their future— literacy for all of our students will be a school priority.

In kindergarten through 2nd grade, the curricular focus will be on students "learning to read" and 'reading to learn' in grades 6th through 8th . Each day, time is devoted in the student schedule for silent and impendent reading. Though not a DARE program per se, reading silently will be a whole school activity for students and adults. English language arts (ELA) courses in these grades will be broken into two sections – reading and writing – to allow for intense support in both areas and to provide extended time for ELA instruction. The provision of extended instructional time for ELA builds on curricular models that have been successful in other high performing charter schools. At the beginning of the year incoming students will be assessed to determine gaps in the development of the five core reading skills: decoding, fluency, comprehension, phonemic awareness, and vocabulary. In 3-8th grades (K –2 is "learning to read), he curricular focus will be on students "reading to learn." As stated in the earlier section, the curricula in this grade will focus more heavily on content mastery. ELA will no longer be taught as two separate courses but in one course that integrates the content of the two. Students will continue to study from a

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[13] Sixth through eighth grade, English language arts will be taught as two separate courses – a course in writing and a course in reading.

[14] Justinh Bayer, Andrea Cook, and Stephane Baldi, *National Survey of America's College Students*, January 2009.

[15] Chester Finn and Diane Ravitch, "Basic Instincts," *The Education Gadfly*, 2 March 2010 p.4-6.

variety of literary genres written by a diverse group of authors. However, students will no longer be reading textbooks but reading solely from novels and anthologies of literature (both hardcover and digital

Additionally, there will be a focus on 'speaking and listing, reading *and* writing (as now emphasized by the Common Core State Standards and an emphasis and increase in frequency of distribution of these domains across all grades beginning as early as Pre K all th way the 12th grade) the across the content areas for all grades. Research shows that allowing students to transfer reading skills to other content areas helps them to become more fluid readers and deepens their level of comprehension in general. [16] For this reason all teachers will receive professional development throughout the year on implementation of reading strategies within their subject area. Classes in history and science will be able to serve both as an opportunity to develop students' core reading skills to a greater degree, as well as to increase their content knowledge in these subjects. Increasing reading fluency across subject areas will allow students to access content in all of their classes to a greater degree

Mathematics & Problem Solving
Second to literacy, lack of numerical awareness is the greatest challenge hindering students' academic success. It is important for students to develop numeracy skills that are the bedrock on which all future math skill and knowledge is build, and which extend beyond the limitations of the classroom into the real word. It is also important for students to understand the connection and application of math to other subjects such as science.

We expect that many of our students will come with significant gaps in the development of math skills. For this reason, our math curriculum will focus on student mastery of numerical operations as well as their application to word problems grades 6 – 8. In 7th and 8th grades, students will extend the solid development of numerical awareness and mathematical problem solving to concepts that are more abstract in pre-algebra, Algebra I and geometry.

Science classes will provide an additional means for reinforcement of math concepts. At all grade levels, students will be given assignments that require the direct application of concepts learned in math in science. In math class, students will also be given math problems based on scientific content. This practice will allow students to transfer relevant math and science skills more easily and will allow students to gain additional math practice while accessing scientific content.

Writing
As a part of ELA instruction, the WDS PCS will provide writing classes for students in all grades--- writing across the curriculum. While literacy and numeracy serve as the greatest barriers preventing students from accessing content of their courses, writing serves as one of the greatest barriers preventing students from effectively communicating their ideas to others. The writing curriculum in kindergarten through grade 5 will focus on the development of writing skills and proper use of grammar. The curriculum will also provide opportunities for students to demonstrate their development through the writing of original student work (including essays and creative writing) and peer editing.

In 6th through 8th grades, emphasis will be placed on the development of students as writers who are able to articulate thoughts and ideas using multiple styles of writing including journal articles, research papers, technical writing and essays.
In all grades, writing will be emphasized across the curriculum. Teachers will receive professional development throughout the year to help them implement effective practices in writing specific to the

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[16] Carol Roder, "Mindful Reading: Strategy Training That Facilitates Transfer: Learning Reading Strategies in Isolation Often Prevents Students from Transferring Them to Their Content Study Area Studies. "This Model of Study Leads to Mindful, Thoughtful Reading," *Journal of Adolescent and Adult Literacy*," Vol. 45, Issue 6, 2002, p.498.

content of the courses they teach. The Literacy Coach will develop daily writing prompts (as well as instruct teachers in how to create their own) to encourage student 'comfortability' and mastery with the written word.

c. Educational Focus: Areas of Concentration:

Instructional Themes:
I. An Overview of the Primary Years and Middle Years International Baccalaureate Programs at Washington Day School PCS – The Student as Global Citizen

The WDS PCS proposes to be among the first public charter schools in Washington, DC, to offer a linked and seamless kindergarten through 8th grade International Baccalaureate (IB) curriculum for all of its students[17].WDS PCS has chosen to pursue the Primary Years Program (or PYP) because its focus on the total growth of the child is a perfect fit for what we believe is our unique mission. PYP provides a curriculum that touches hearts as well as minds and attends to social, physical, emotional and cultural needs in addition to academic welfare.

At the heart of the PYP is a commitment to structured inquiry as the leading vehicle for learning. Traditional academic subjects are folded into a 'trans-disciplinary' program of inquiry that emphasizes the interrelatedness of knowledge and skills. The PYP curriculum actively engages students as they construct meaning through the process of inquiry. Students play an active role in their own learning and take their first steps toward becoming lifelong learners as they explore the curriculum through six organizing theme

Students will also follow the Middle Years Program [18]for grades six through eight (though they can continue the final two years of the MYP in high school), " All International Baccalaureate programs have a similar pedagogical base—they are' learner centered and inquiry based.' At its core, this defines the essence of the IB curriculum and the' international-minded' learner we hope to 'greenhouse' and grow. It means that instructions begins with, and builds on, 1) the curiosity of the students, 2) their capacity to understand the materials, and 3) the questions they ask. By emphasizing a dynamic combination of content, skills, independent critical thought and international understanding—IBO schools encourage students to become active, compassionate and lifelong learners, prepared for life of engaged, responsible

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[17] The International Baccalaureate Organization's (IBO) authorization process requires schools to undergo a three-year period of application (Forms A & B) and site/implementation review prior to granting a school the IBO international school's credentialing authority. The school's Education Team and Founder have prior experience with the IB review/authorization process, and will begin the application process in Year 1 (2013-13). It is anticipated that the school could expect IBO 'status' as early as year 3 (2016-17), to implement the Primary Year's Program with its fourth cohort of 1st grade students..

[18] WDS PCS graduates will be fully prepared to enter the IB Diploma Program once they begin high school. The *Diploma Program* (DP) is a challenging university-preparatory course of study for the **final two years of high school** and is among the most comprehensive and intellectually stimulating secondary school programs offered anywhere in the world. Students in grades 11 and 12 will follow the IB Diploma program. Success on the IB Diploma Program's oral and written examinations may afford UP students' college credit for their high school work. Students will be required to select six subjects for two years study: English, one or two other languages, and at least one course each in mathematics, experimental science, and social science. Three courses are taken at Higher Level and three at Standard Level, allowing students to pursue advanced work of particular interest. They take an arts elective and Theory of Knowledge—a critical thinking and philosophy seminar—and research and write an extended essay on a topic of their choosing. Students also complete a minimum of 60 hours or volunteer community service, choosing the activities and evaluating themselves.

world citizenship. " (International Baccalaureate Organization, *IB Learner Profile Booklet*, 1-4). Washington Day plans to be an "IB-sanctioned school' by SY 2016-17, and students entering at that time will be studying a fully approved IB curriculum. See Section J for a sample of the International Baccalaureate Learner Profile and curriculum sample.

International Baccalaureate Assessments

The PYP promotes the use of a range of assessment strategies, which are designed to give a clear picture of the student's child's progress. Approximately 20-25% of the subjects are internally assessed by the teacher, using very specific IB grading criteria (provided to the school the IB World Organization). Students submit work for internal assessment/review, and have opportunities to develop this over a period of time with advice and support from the teacher. While assessments are used for evaluating, and reporting student progress, their primary purpose is to focus instruction, enhance learning and provide feedback on the learning process.

Varied assessments by teachers will allow students to demonstrate their developing skills, knowledge and understandings—and meaningful assessments are critical to the PYP. Assessment tasks (of the PYP) will also be differentiated to meet the diverse linguistic, cultural, and learning needs of our students—while at the same time *maintaining consistent standards of excellence*. Finally, as with any high performing program, effective assessment feedback/data is provided to students, teachers, parents, and administrators at WDS PCS allowing us to continually reflect on, revise, refine and celebrate performance.

At the end of Grade 8th grade, MYP participants will complete a three-week battery of oral and written examinations in all of their IB subject areas. IB assessments are prepared and externally graded under the supervision of the International Baccalaureate Organization in Geneva. (A sample IB course of study in grades K through 5 can be found in Appendix J) Participation in the Middle Years Program will be mandatory for all 6th -8th grade students, and WDS PCS will begin developing the appropriate application (i.e., Letter of Intent and Forms A and B) to the national IB Organization in the 4th year of operation..

In keeping with our goal to 'grow' and 'greenhouse' internationally minded, globally competent students – the school will embed the International Baccalaureate (IB) learner profile in our school's curriculum[19], across all grades (both academic and non-academic) even before we formally achieve IBO World School status. We are motivated to launch and embed the 'principles' of the IB Learner Profile across our content areas, because IB curriculum focuses schools where they belong: on learning. The IB profile is not intended to be profile of the perfect student, but rather, it can be considered as a 'map of a lifelong 'journey in pursuit of international-mindedness.' Our plan is ambitious. Not only will we be charged with developing an integrated curriculum (initially for the 6th grade) , we will need to committed to a school 'culture' and ethos that will allow for the successful implementation of all 3 dimensions of the program (i.e., the written, taught, and learned curriculum). The values and attitudes of our school community underpin our culture and ethos. Schools that are committed to the values (see below) of the IB learner profile, these values will be readily apparent in the classroom and assessment practices, the daily life, management and leadership of the school. IB schools believe that the learner profile (see below will provide a shared vision that will encourage dialog and collaboration among teachers and administrators

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[19] The mission and central focus of the Primary Year's International Baccalaureate is 'to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.' To this end the national IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment—WDS PCS will become a member of the Mid-Atlantic IB Association upon a favorable of our petition. The Association provides supports to schools on planning for IB accreditation, program development and teacher training and certification.

about how to create the best environment for learning. In sum, we will use the IB 'values' to and learner as a profile for

Underpinning all International Baccalaureate programs is the IB Learner Profile whose 10 attributes characterize 'a successful learner' will be the lynch pin of the schools 'pre-IB'. We feel that IBO learner profile characterizes a perfect match to the school's 'Being Excellent' and high-expectations/No Excuses values for academic achievement. The attributes (which are among our 'non-negotiables' for each student and staff) are as follows[20]:

International Baccalaureate Learner Profile (Elementary and Middlle Grades)
1. **Inquirers** – They will develop their natural curiosity. They will acquire the skills necessary to conduct inquiry and research and show independence in learning. They will actively enjoy learning and this love of learning will be sustained throughout their lives.
2. **Knowledgeable** - They will explore concepts, ideas and issues that have local and global significance. In so doing, they will acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
3. **Reflective** - They will give thoughtful consideration to their own learning and experience. They will be able to assess and understand their strengths and limitations in order to support their learning and personal development.
4. **Communicators** – They will understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They will work effectively and willingly in collaboration with others.
5. **Caring** - They will show empathy, compassion and respect towards the needs and feelings of others. They will have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
6. **Thinkers** - They will exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
7. **Open-minded** - They will understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
8. **Principled** - They will act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They will take responsibility for their own actions and the consequences that accompany them.
9. **Balanced** - They will understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
10. **Risk-takers** - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Source: www.ibo.org

These attributes will represent the values that teachers, students and all who work at the WDS PCS will aim to develop in themselves and in all classrooms.

Whole-School Technology Integration Focus (moving from "Naps to Apps"): The Promise of Technology as an Agent of Socialization and Learning

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[20] See www.ibo.org.

Beginning with our kindergarteners, all WDC students and staff will be 'wired' and individually assigned either a tablet (e.g., Kindle Fire or iPad) or laptop. The "early introduction to technology" aspect of WDS PCS's mission extends deeply into our vision of what a meaningful 21st century education should be. We believe that it is essential for our students to understand and be able to succeed in an interconnected, global community that grapples with important scientific, social, and economic issues and the ability to use state-or the art technology to solve those issues. In today's society, children are exposed to media (television, radio) from a very young age. Even with respect to computer technology, surveys have found that children between ages two and five are using the computer for an average of 27 minutes per day. In addition, children begin demonstrating program and content preferences very early, almost as soon as they are exposed to media, although these preferences change over time as children mature.

Children are drawn to computer technology that enables—even demands—more active engagement. Across the range of software programs, studies indicate that 'children generally prefer more participatory forms of computer-assisted instruction'. Even young children (birth to age eight) prefer programs that are animated and oriented toward problem solving and that give them a sense of control. The limited research that examines various educational and "edutainment" software applications indicates that the nature of a computing experience can have an impact on a child's learning and sense of self-worth and that computers can give a child an opportunity to develop mastery over technology and be more self-directed.

To 'tap into' our students embryonic exposure to multimedia and 21st century education-related (e-textbooks, digital portfolios, technology this, we will construct (during the planning year and into Year 1) a core curriculum that will integrate technology at WDS PCS to support student mastery of the core academic subjects. Content areas (English and Language Arts, Social Studies, Science, Math, World Languages) we believe are most crucial for students to master if they are to be competent global citizens. At the beginning of each school year, parents and teachers will receive the WDS PCS *Student and Family Handbook* that will detail the school's Internet Access and Proper Use policies. The WDS PCS will assiduously monitor student usage and will use the appropriate filters, to ensure that our students and staff view safe and appropriate web sites.

The WDS PCS's emphasis on problem solving, grappling with complexity, mastery of skills in science and math, and strong emphasis on using technology to support and promote learning and achievement and college-preparatory experiences (even for the youngest student) encompass what a "technology/Apps not Naps" education should reflect. In conjunction with our community and institutional partners' efforts, our students will graduate prepared to engage and influence a world desperately in need of strong and responsible 'technologically' savvy students and learners.

II. *Overview of the 'Being Excellent' Philosophy at the WDS PCS*

During the first six weeks of each school year at WDS PCS , the philosophy, language, expected behaviors of the WDS PCS 'Being Excellent' and the six character ' attributes that will will be introduced and reinforced school wide. Students and teachers will explore their meaning and consider how they might be applied

Our "Being Excellent: character attributes are as follows?

Leadership: To act thoughtfully and morally at all times..
Empathy: To empathize with others and demonstrate caring in our daily lives.
Accountability and Integrity: To tell the truth and to remain true to our moral principles.
Determination: (self): To tenaciously pursue our dreams and goals.
Excellence: To do, to be and to think one's best at all times.

*Respect***:** To give special regard or attention to the rights, beliefs, and values of another

The school proposes to develop a formal (written), standards-based character development curriculum for teachers to implement in year 1. As part of the 2-week New Teacher Induction/Orientation activities in August 2013, teachers will 'learn' the school's "Being Excellent" philosophy and individual LEADER 'attributes' and will be guided by curriculum maps.

Additionally, a service-learning component, will serve as a essential elements of our "Being Excellent' character development curriculum—beginning with our youngest students all the way to graduating 8th grade. This type of hands-on experience provides substance for lessons on character, and engenders a sense of agency over problems students see around them. As students' progress through grades, they will be gradually entrusted with increasing independence in shaping their service to community and service-learning experiences. In the early years (kindergarten through 5th grade) will work on teacher-led service project identified in the classes. This might include letters to elders at a local senior center, holiday cards illustrated by the students to soldiers serving in Afghanistan. In the Middle School grades, students might serve/work for a homeless shelter or HIV clinic to support a community initiative. Other service projects might include a whole-school beautification project, recording an oral history at a local nursing home, or volunteering at a homeless shelter. Classroom reading, discussion, and assessments will provide additional intellectual rigor, encouraging students to hone and practice their own developing moral principles. Finally, in the 7th and 8th grades, students will design and implement their own community-improvement projects, with the support their teacher(s).

III. *World Language Educational Focus at the WDS PCS: Connecting with the World through World Language Learning*

'Primero Aprender Espanol or Frances, Ranhou Zai Xue Zhongwen.' The WDS PCS School will challenge and require students to become responsible and effective world citizens. Intensive language learning and second language acquisition --is fundamental and central to this goal. Language learning promotes a dynamic framework with which to understand other cultures and perspectives. UP students are expected to attain a confident level of oral and written proficiency in more than one language (other than their native language). Lower School students will be introduced to a world language beginning in the Kindergarten (for 20 minutes per day), and then again in the 3rd grade (for one semester) WDS PCS. In grades 7 and 8, students will take yearlong world language instruction—resulting in the equivalent of two years of world language and culture instruction upon graduation from WDS PCS.

The ability to communicate in more than one language facilitates an individual's movement beyond the first language and home culture, increases awareness of the world, and ultimately enables one to participate more fully as an international citizen. The learning process involves *learning language*(s), *learning about language*(s), and *learning through language*(s). Students learn about language and through language to foster knowledge, understanding, sensitivity, and appreciation of cultures, values, and traditions

The Founders will explore the possibility of the school 'evolving' to a dual immersion language program in year3. Currently there are two public charter schools (i.e., Elsie Whitlow Stokes Community Freedom Public Charter School and YuYing Public Charter School) that offer dual immersion programs for elementary-aged students—and we will work collaboratively with these schools (and others offering this type of 2nd language acquisition curriculum) to determine the relatedness and appropriateness of this approach to our mission and vision

d. Goals

Goals Against Which the School's Academic Performance will be Compared and Measured (as they relate to the school's mission)

The chart below provides a sampling of the WDS PCS Public Charter School performance goals beginning in SY 2013-1014. Please be advised that there are other goals that 'lend' themselves to promoting and encouraging student achievement , however, we have chosen not to include them in this writing because we are still discussing the degree to which the assessment we planned to use are the most accurate measure of student achievement and growth over and across time. (The goals and assessments selected allow us to interpret data having two points of comparison from that data: 1) comparison of cohort, class or grade level data to the performance of students in the same grade from a wide variety of schools across the nation, and 2) allows us to compare the growth of an individual student over the course of a year.

The mission of the school is to provide our student with a unique course of study (i.e., rigorous college preparatory, Kindergarten through 8th grade International Baccalaureate Primary and Middle Years Diploma Program(s), international themes integrated across all grades, and early introduction to educational technology and applications for students that will prepare them to 1) succeed in high school, graduate from college and to be engaged and informed participant in the 21st century global economy. Our 'mission-specific ' performance goals are reflective of and framed by the WDS PCS mission and vision, and serve as the guideposts that we will use to measure student performance and progress over time. The unique WDS PCS mission- specific goals are as follows:

- Students at WDS PCS will demonstrate proficiency and/or mastery in the understanding and application of **mathematical computation and problem solving** to enable them to fully participate in the school's early college/college preparatory and International Baccalaureate Primary and Middle Year Program course(s) of study;
- Students at WDS PCS will demonstrate grade level proficiency and/or mastery in reading **and writing** in the English language to enable them to fully participate in the school's early college/college preparatory and International Baccalaureate Primary Middle Year Program(s).
- Students at WDS PCS will demonstrate '**elementary-middle school -preparedness'** and '**college-readiness'** at the appropriate performance level.

The tables below lists the each mission-specific performance goal, by the grade or grades to be tested, the measure to be used to determine or gauge academic performance/mastery, the performance indicators (or proficiency cut-offs) that we have set to determine how well a student must perform (thereby informing us of how we have done as a school in meeting our goal). Baseline data will be collected beginning in the fall of 2013.

WDS PCS goals below are the 1st and 2nd year targets for the school's first cohort of students. (We will review and revise the targets as required by the PCSB in our accountability plan for Grades K through 2). The proficiency (targets) indicators or 'proficiency cut-off levels' for achieving AYP are established and set by the *No Child Let Behind Act.* The school has wider latitude in establishing growth targets/cut-off date with some of the other commercial assessment measures. (See Section J for additional discussion of the WDS PCS Assessment System). With regard to measuring writing achievement, we will be

developing our own benchmark writing 'prompts' (e.g., school developed daily BCRs in science, English and social studies-and ECRs in mathematics) in this area.) We are working with Howard University's Writing Project and Write Tools of Denver t to insure the reliability and validity of any assessments/measure and companion performance proficiency indicators that we develop or use for our integrated writing program during the 2013-20135 school years.

Mission Specific Goals Against which the success of WDS PCS will be Judged)

Mission: The mission of the Washington School Public Charter School is to prepare students in grades Kindergarten to 8 to compete, achieve, and succeed in high school, college, and the 21st century global economy.	
Mission-Specific Goal IA:	Students at WDS PCS will demonstrate proficiency and/or mastery in the understanding and application of **mathematical computation and problem solving** to enable them to fully participate in the school's early college/college preparatory and International Baccalaureate Primary and Middle Year Diploma Program course(s) of study.
Grade(s) to be Tested	Kindergarten through 8th grade,
Year	Beginning 2013-2014
Measure/Assessment	District wide assessment aligned with the CCSS for 3rd beginning in (2014-15), AIMsWeb and NWEa
Performance Indicators	1.1 85-90 %Students will demonstrate grade level performance proficiency on the math section of the District-wide assessment beginning in Year 2014-15 (3rd grade) 1.2Each school year 80% or >of WDS PCS students who have enrolled at the school for two or more years will score proficient or advanced on the math section of the DCCAS or state-wide assessment exam at each grade level tested 1.3All (100%) students will take and pass (proficient or better) the Grade 6th, 7th, and 8th grade math portion of the exam by SY 2014, '15 and '16 respectively or demonstrate OSSE and/or PCSB individual student proficiency/growth rates..

Mission: The mission of the Washington School Public Charter School is to prepare students in grades Kindergarten to 8 to compete, achieve, and succeed in high school, college, and the 21st century global economy	
Mission-Specific Goal IIA:	Students will become proficient **readers and writers** within 2 years of enrolling at WDS PCS Academy to enable them to fully participate in the school's early college/college preparatory and International Baccalaureate Middle Year Program(s). **Middle School**
Grade(s) to be Tested	Kindergarten , 1st through 5th grade
Year	Beginning SY 2013-14
Measure/Assessment	2.1 Dibels (Kindergarten only) 2.2 Developmental Reading Assessment (DRA)[21] -2 (1st through 5th grade)\

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[21] The Developmental Reading Assessment and DIBELS (which we will use only for Kindergarten level) will provide teachers with a method for assessing and documenting elementary students' (K – 3 up to grade 8) development as readers over time. Its purpose is to identify students' reading level, defined as a text on which students meet specific criteria in terms of accuracy, fluency, and comprehension. Additional purposes include identifying students' independent reading strengths and weaknesses, planning for instruction, monitoring reading growth, and, for the grades 3-5, preparing students to meet classroom testing expectations and providing information to teachers, schools, guidance counselors , and administrators regarding reading achievement. The assessments will be conducted during one-on-one reading conferences as children read specially selected assessment texts. A set of leveled texts, which increase in difficulty, are used for the assessment. The DRA evaluates the major aspects of reading that are critical to independence as a reader and mastery of the Common Core State Standards and

	2.2 NWEA – Reading/Verbal (Measures of Academic Progress) 2.3 Stanford 10
Performance Indicators	22.2.50% or more of students will demonstrate grade level proficiency or higher on the NWEA Measure of Academic Progress-Math 2.3 70% or more of students will demonstrate grade level proficiency and/or improve their performance on the reading portion by at least 3% per year on average on the post-test (Stanford).

Mission: The mission of the Washington School Public Charter School is to prepare students in grades Kindergarten to 8 to compete, achieve, and succeed in high school, college, and the 21st century global economy	
Mission-Specific Goal IB:	Students at WDS PCS will demonstrate grade level proficiency and/or mastery in reading **and writing** in the English language to enable them to fully participate in the school's early college/college preparatory and International Baccalaureate Middle Year Program(s).
Grade(s) to be Tested	6-8
Year	2012-2013
Measure/Assessment	DCCAS or Projected DC state-wide assessment that replaces the DCCAS
Performance Indicators	1.186% of students will demonstrate grade level performance proficiency on the English section of the DCCAS 1. 2Each school year 86% or >of WDS PCS Academy students who have enrolled at the school for two or more years will score proficient or advanced on the Reading/ELA DCCAS exam at each grade level tested 1.2All (100%) 6tstudents will take and pass (proficient or better) the Grade 6th, 7th, and 8th grade ELA/Reading exam by SY 2014, '15, '16 respectively.

Mission: The mission of the Washington School Public Charter School is to prepare students in grades Kindergarten to 8 to compete, achieve, and succeed in high school, college, and the 21st century global economy	
Mission-Specific Goal IIA:	Students will become proficient in mathematics at WDS PCS to enable them to fully participate in the school's early college/college preparatory and International Baccalaureate Middle Year Program(s). **Middle School**
Grade(s) to be Tested	6th - 8th grade
Year	Beginning in SY2017-2018
Measure/Assessment	2.1Stanford 10 -Mathematics 2.2 NWEA – Mathematics (Measures of Academic Progress)

companion learning objectives. To be on track for grade level proficiency, , for example, a student should be reading at the following DRA level to be considered a proficient reader (by the end of the school year)::

***Kindergarten** should be reading at a DRA level of 2/3 by March and a DRA level 3/4 by June,

***1st grade** student should be reading at a DRA level of 4/6/8 by October, a DRA level of 8/10/12 by January, a DRA level of 12/14/16 by March, and a DRA level 16/18/20 by June;

***2nd grade student** should be reading at a DRA level of 16/18/20 by October, a DRA level of 18/20/24 by January, a DRA level of 20/24/28 (K/L/M) by March, and a DRA level 24/28/30 (L/M/N) by June.;

***3rd grade** student should be reading at a DRA level of 24/28/30 (L/M/N) by October, a DRA level of M/N/O by January, a DRA level of N/O/P by March, and a DRA level O/P/Q by June;

4th grade student should be reading at a DRA level of O/P/Q by October, a DRA level of P/Q/R by January, a DRA level of Q/R/S by March, and a DRA level R/S/T by June and

5th grade student should be reading at a DRA level of R/S/T by October, a DRA level of S/T/U by January, a DRA level of S/T/U by March, and a DRA level T/U/V by June.

Performance Indicators	2.1 90% or more of students will demonstrate grade level proficiency and/or improve their performance on the mathematics portion Stanford-10 by at least 3% per year on average on the post-test (Stanford). 2.2. 80-90%% or more of students will demonstrate grade level proficiency and /or improve their performance on the mathematics portion of NWEA by at least 10points per year on

Mission: The mission of the Washington School Public Charter School is to prepare students in grades Kindergarten to 8 to compete, achieve, and succeed in high school, college, and the 21st century global economy	
Mission-Specific Goal IIB:	Students at WDS PCS will demonstrate grade level proficiency and/or mastery **in mathematics** to enable them to fully participate in the school's early college/college preparatory and International Baccalaureate Middle Year Program(s). **Middle School**
Grade(s) to be Tested	6th- 8th
Year	2017-2018 (7th grade in SY 2018-2019; 8th grade in SY 2019-2020)
Measure/Assessment	2.1Stanford 10 2.2 NWEA –Measures of Academic Progress Math 2.3 District-wide Assessment (DC CAS PARACC replacement) aligned to the CCSS
Performance Indicators	2.1 50% or more of students will (demonstrate grade level performance) and/or improve their performance on the math portion Stanford-10 at least 3% per year on average at post-test. (Standford-10) 2.2.50% or more of students will demonstrate grade level proficiency or higher on the NWEA Measure of Academic Progress-Math at the end of year post-test.

In addition to the above nationally normed, criterion referenced assessments the school will use a variety of other assessment tools to collect benchmark, formative and summative-level achievement and non-academic data on our students. Examples of these will be the daily administration of the Brief Constructed (BCR) in all classes (beginning in the 1st grade) and Extended Constructed Response (ECRs-math only) writing 'prompts'; use of 'exit' tickets at the end of each class, end of unit quizzes, end of semester comprehensive exams, etc. See section J. for a more detailed discussion on assessment tools and other resource materials.

Non-Academic Goals

The WDS PCS non-academic goals will address three main areas: 1) 'Being Excellent' core values, 2) teacher satisfaction with the school's operations and programs, and 2) family/parents' support of and satisfaction with the school.

Non Academic Goals: The 'Being Excellent' Character Curriculum
Our students are not only expected to exhibit great academic achievement; they are also expected to demonstrate the strong character needed for continued success in high school and college. The school will devote significant time to our character education program, and think critically about how best to align the school culture with our core values: **Leadership, Excellence, Accountability (for our actions), Self-Determination, Excellence and Respect (LEADER)**. (See Section A.4.e. below for additional discussion on the school's character education to include how these standards will equip Students with Exceptional Needs to meet or exceed standards set by the Office of the State Superintendent of Education). The academic curriculum is intertwined with the character curriculum. In the elementary grades character education will be driven through the teaching of actionable values. In middle school the character curriculum is delivered as an ongoing series of character lessons that will be taught in morning meeting, afternoon reflections and whole school celebrations.

At the Primary (K-2), Intermediate Elementary (3-5) and Middle School (6-8) 'academies', character education will align with our academic learning standards and core values, and will involve public ceremonies to celebrate student demonstration of the core values. Character education standards for the

Primary-Intermediate-Middle Schools will be identical   because we believe it takes repetition over many years for beginning learners to pre-teen adolescents- n scholars to master these habits:

Kindergarten through 5th grade
(Showing the 'Being Excellent' core values in our daily actions)

I will always pay attention in class.	Focus
I will read during all of my DEAR and reading workshop time.	Focus
I will work hard on all my work all the time	Focus
I will keep my body still while in the classroom-- so that my body shows focus.	Focus
I will use my time well.	Focus
I will come to school every day on time and ready to learn.	Focus
I will always tell the truth, even if telling the truth is hard.	Integrity
I will make good choices about my body and clothing. I will keep my uniform neat and clean and only eat things that are healthy for my body. I will exercise mind and body daily.	Integrity Determination and Accountability
I will walk silently in the hallway by myself and I will walk like a scholar-leader.	Integrity
I will always throw away my own trash at the right time.	Respect
I will keep my Agenda Book, binders, folders, coat, bag, and school work folder neat and organized	Respect
I will use all school property carefully and considerately.	Respect
I will use a respectful voice and tone when speaking with my classmates, my parents and all other adults.	Respect
I will always look at the person who is speaking.	Respect
I will say "good morning" and "good bye/evening" to people.	Respect
I will memorize the WDS PCS 'Be Leader' and 'LEADER' values.	Self-Determination
I will demonstrate on a daily basis that I can control my moods and be positive.	Self-Determination
I will do my life/work every night without an adult having to remind me to do it.	Self-Determination
I make my own choices instead of following others.	Self-Determination
I will throw away any trash that I see so that I can take care of my school.	Teamwork
When speaking with my teachers, parents and other adults I will look them in the eye, speak clearly so that they I can always be heard.	Respect and Accountability
I will notice when my classmates when they are doing things well and I will compliment them on it.	Teamwork
I will walk in a straight line and observe WDS PCS hallway rules.	Teamwork
I will talk to and play/socialize with everyone.	Teamwork
I won't brag when I win, and I won't get upset when I lose in games. I will be a sportsperson.	Teamwork
I will my classmates by not being disruptive during learning or stopping the learning of others	Teamwork

6th through 8th grades
(Advanced Scholarship , Ethics and Personable Discipline)

I will try my hardest on every test and task given to me.	Self-determination
When I make mistakes, I learn from them.	Self-determination
I will embrace challenges.	Self-determination
I know and show that the key to strong performance is working hard on everything I do.	Self-determination
I will always focus on my school work.	Focus
I will always be honest about what I know and what I don't know.	Integrity
I do my part to help meet class goals.	Teamwork
I will respect my learning materials.	Respect

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The Second Step Curriculum (grades K- 8)
The Washington Day School will also utilize the Second Step commercial curriculum to support our character development efforts for our students**.**

The *Second Step* program is a school-based curriculum that teaches children to think of others' feelings, solve problems cooperatively, and manage their anger in a positive way. *Second Step* will be taught by the classroom teacher in a weekly lesson and the skills will be reinforced throughout the day/week. *Second Step* teaches skills that are central to a child's healthy social-emotional development. A review of the literature, reports that educators using the program report reductions in discipline referrals, improvement in their school climate, heightened feelings of inclusiveness and respect, and an increase in the sense of confidence and responsibility in their students. The program includes teacher-friendly lessons, training for educators, and parent-education tools. (See www.cfchildren.org). Below, find an outline of the Second Step curriculum focus by grade:

Kindergarten – 1 —Focus: Listening, Learning and Making Friends
This social and emotional learning program uses hands-on, activity-based lessons to captivate young learners. Child-friendly photo-lesson cards contain complete lesson scripts with ideas for group discussions, skill practice, and other activities. Young children will enjoy Impulsive Puppy and Slow-Down Snail puppets as well as the lively Sing-Along Songs CD, which reinforces ideas from the curriculum.

Grades 2 through 5—Focus: Paying Attention & Making Friends (Grades 2 -3) Managing Emotions and Working Together (Grades 4-5), Research indicates that children who are socially competent perform better academically. Second Step lessons give teachers tools to help children become socially skilled and develop strong bonds to school. The engaging photo-lesson cards show adults and children expressing emotions and solving problems in real-life situations. Lesson cards include objectives, scripts, discussion questions, role-plays, and other activities. Lively classroom videos also spark discussion, enriching students' learning of important social and emotional skills.

Middle School (Grades 6th through 8th)—Focus: Promoting School Success and Preventing Risky Behaviors (Grades 6 – 8/Middle School). The program for middle school teaches: substance abuse prevention, bullying prevention, Violence prevention, empathy and communication, emotion management and coping, problem solving, decision making, and goal setting

The WDS PCS Student Support Team, under the guidance of the Special Needs Coordinator (in Year 1 and 2) with input from the Director of Teaching & Learning, will be responsible for the implementation of the character development programming beginning in year 1. They will also continue to review and refine the character curriculum (with vendors) as needed.

When a child walks into a classroom, it should be a place of high expectations and high performance. The 21st century global economy is a place driven by new skills and new ideas. Our success in this new and changing world will require reform, responsibility, innovation and a new level of engagement. If we raise expectations for every child, and give them the best possible chance at an education, from the day they are born until the last job they take—we will once again have the highest proportion of college graduates in the world. The future is not a gift. It is an achievement. Sustaining the American Dream has never been about standing pat, it has required each generation to sacrifice, and struggle, and meet the demands of a new age. The future is ours to win.'
President Barack Obama, January 24, 2011 State of the Union Address

2. Charter School Curriculum

a. Student Learning Standards

The WDS PCS curriculum will be developed during the planning process by the WDS PCS planning team and will be aligned with the District of Columbia Common Core State Standards. The team has already begun the process of meeting with academic leaders from some of the district's highest performing local (Tier 1) charter schools, to develop an understanding of the curricular models that have been so effective for students in these schools.

Learning standards are descriptions of what every student must know and be able to do in each subject area – and are typically defined at the state and/or local levels. The WDS PCS has chosen to adopt the Common Core State Standards (published by the Office of the State Superintendent of Education (OSSE, July 11, 2011 see www.osse.dc.gov) because they are nationally vetted by education experts, and built on a foundation of broadly stated College and Career Readiness (CCR) standards for mathematics, reading, writing, speaking and listening, English conventions and vocabulary knowledge. They are also internationally benchmarked.

These standards were developed under the aegis of the National Governors Association and the Council of Chief State School Officers and serve to organize the grade-level standards. From these standards a set of comprehensive K-12 grade-level expectations for English language arts and one for reading and writing in history/social studies, science, and technology. Many of these cross-disciplinary standards mesh with literacy expectations in mathematics as well.

Some elements of the elementary school curriculum design and development process will be finalized during the planning year starting in September 2012. The Head of School along with the Dean of Academics, Instruction and Assessment (Years 1 and 2) will oversees the development of standards-based curriculum and assessments for each grade level and subject area during the professional development weeks in August, and the school will use a frequent assessment system to monitor rigor, and results..[22] The Head of School will also evaluate the effectiveness of the curriculum based on data from the interim assessments, other standardized tests (NWEA, DIBELS, Stanford -10, DRA-2, etc.) and/or the new District-wide assessment data and end-of-year Comprehensive Assessments. Results will be reported to the Board of Directors on a monthly basis, as well as to the larger community through Family Newsletters and our Annual Report

These learning standards set a high bar for comprehending complex informational and literary texts; for listening with conscious purpose to various forms of discourse; and for presenting powerful oral and written opinions, concise summaries, critical analyses, understanding mathematical practices and problem solving--and well-substantiated arguments on topics of academic value.

Common Core Standards and Students and how they will better equip Exceptional Needs and Limited English Proficiency Students

The Common Core State Standards are designed to build upon the most advanced current thinking about preparing ***every*** student for success in college and their careers—regardless of their learning style or differences.

In English-language arts, the Common Core State Standards (CCSS) require certain critical content for **all students**, including: classic myths and stories from around the world, America's Founding Documents,

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[22] For more detail on our assessment system, please see Section J Assessment Systems..

foundational American literature, and Shakespeare. Appropriately, the remaining crucial decisions about what content should be taught are left to the individual states and the District of Columbia In addition to content coverage, the Standards require that students systematically acquire knowledge in literature and other disciplines through reading, writing, speaking, and listening. (www.corestandards.org)

In Mathematics, the CCSS lays a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. Taken together, these elements support a student's ability to learn and apply more demanding math concepts and procedures. The middle school standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically.

WDS PCS will obtain the prioritized (and or 'focus' and blueprint) standards (either from Achievement Network or another vendor) identified , and begin to both unwrap the standards, create the Big Ideas/Essential Questions, develop and design differentiated curricular units and create pre, post and unit ----to meet the needs of our advanced students, general education student, LEP/NEP students and our with special and exceptional needs.

 See also Section J for a more detailed discussion of the Common Core State Standards .

The following is a overview of the proposed WDS PCS curriculum performance standards (that are aligned to the Common Core State Standards) that will be used by the Washington Day School beginning in Year 1 (SY 2013-2014). At this time, WDS PCS proposes to use the Prentice Hall/Scott Foresman *Reading Street* Series (for ELA), Prentice Hall/Scott Foresman *Calle de Lectura* for ELLA students, and *Sidewalk Series* for students reading significantly below grade level and special needs students (K-5). The Prentice Hall *Language and Literature* series will be used for grades 6-8. Every Day and/or Saxon Math programs will be used as the all school math series and text version 4. Grade levels are presented below. Curriculum for the remaining grades is in the Section. J.

Curriculum Overview: Grade 1

Grade 1 ELA – Reading instruction will focus on the five components of reading demonstrated to promote student success: phonics, phonemic awareness, comprehension, fluency and vocabulary. Aligned with the DC Common Core State Standards, students in grade 1 will focus on Alphabetic Principle and Comprehension: Fluency, Vocabulary, and Concepts and Categorization. Genres will include poetry, finger plays, folktales, myths, and narrative non-fiction. Students will continue to explore story elements, such as characters, setting and events. They will be able to analyze patterns, such as cause and effect and compare and contrast. Students will use various independent skills for Reader's Theater, literature circles, and reading quilts and will know how to employ reciprocal teaching strategies; they will be able to discuss, predict and clarify stories. With regard to writing, students will be able to write a five sentence paragraph with a topic sentence, main idea, and concluding sentence. They will be responsible for using descriptive words to enhance their writing.

Grade 1 Math – Students will develop skills in number sense and operations and patterns and relations. They will be introduced to beginning concepts in algebra, geometry, data analysis, statistics and probability. They will know their numbers to 1,000 and how to skip numbers, and understand place value, greater than and less than. They will know parts of the day, week, month and year. They will begin to understand time, learn about shapes and how to estimate. They will know the difference between how much and how much more. They will be able to gather and organize objects for classification and they will develop skills in drawing inferences.

Grade 1 Science – Students learn about basic concepts related to scientific inquiry in their study of: dinosaurs, the weather, the solar system, the rainforest, and earth and space. They begin to draw contrasts

about living and non-living things. Life Science teaches them about the five senses. Teachers create units and science kits with activities and materials that align with the CCSS. Teachers also integrate science concepts and related vocabulary into literature activities. Hands-on projects, such as starting seeds for an annual garden, and field trips add to children's understanding and building of context particularly important for ELLs. Field trip destinations may include: the seashore, a local farmer's market, the museum, and area farms and zoos.

Grade 1 Social Studies – Topics introduce young students to basic concepts such as national holidays, rules and responsibilities, folktales, American symbols and leaders, mapping and national heroes. Connections are made to holidays, customs, symbols, dances, and songs of the children's heritage countries. Teachers create units and social studies kits with activities and materials that align with the CCSS. Teachers will integrate social studies topics and vocabulary into literacy activities, including: Literature Circles and Readers Theater. Field trips to the Capitol, dressing in historic costumes, and guest speakers, including elected officials, add to children's understanding of social studies concepts.

Curriculum Overview: Grade 4

Grade 4 ELA – Students will develop their skills in reading, writing, and grammar concepts based on grade 4 MCF standards. The year is organized into genre-based units: non-fiction elements; fictional elements; historical fiction; folktales around the world; biographies; drama; poetry; fantasy; and fairy tales. Students also participate in a month-long study of classic children's novels. Reading comprehension is a particular focus for grade 4, and students read selections from the Harcourt Trophies series, novels, and select informational articles. Students are taught Reciprocal Teaching strategies and engage in Literature Circles to discuss reading selections. Writing instruction concentrates on multi-paragraph pieces that reinforce genres. Students will be introduced to the structure of a long composition and will write multiple personal narratives as well as book recommendations, poetry, research reports, scripts, and tall tales. Grammar will focus on the parts of a sentence, parts of speech, and review of idioms. Academic vocabulary development continues.

Grade 4 Mathematics – Students will focus on the five strands of the mathematics MCF: number sense and operations; patterns, relations, and algebra; geometry; measurement; and data analysis, statistics and probability. Students develop skills that include: Place Value and Money; Compare, Order, and Round; Adding and Subtracting Whole Numbers; Multiplication and Division; Basic Facts; Algebraic Reasoning; Customary and Metric Measurement; Time and Temperature; Collecting and Analyzing Data; Graphing Data; Fractions; Decimals; Perimeter, Area and Volume; and Graphing.

Grade 4 Science – Student will learn about the Earth's Crust, Technology: Complex and Simple; Properties of Matter and Energy; and Plants and Animals. These topics scaffold knowledge and skill development that culminates in and is assessed by the grade 5 science DC 'high stakes' state-wide assessment. Students will explore surfaces of the earth and change over time. They will identify and explain the difference between simple and complex machines and be able to identify tools to construct a given prototype. They will understand the properties of rocks. They will identify and classify objects that conduct electricity and objects that are insulators and explain how electromagnets are made. The will identify plants and animals, structures and functions.

Grade 4 Social Studies -- Students learn about the continent of North America including an overview of basic geography, map and globe skills, vocabulary, regions of the US, and major rivers and mountains. Students also study a short survey of our neighbors Canada and Mexico and review immigration patterns. Students will be able to describe the contributions to American culture by Native American tribes. The state standards serve as a guide to instructional activities that scaffold skills and content in preparation for the grade 5 Social Studies DC 'high stakes' state-wide assessment exam.

Curriculum Overview: Grade 6

Grade 6 ELA requires that students practice reading, writing, and grammar concepts based on grade 6 MCF standards and organized into six units: Introduction to Grade 6 English, The Short Story, Trilingualism, Creating a Utopia, Social Commentary in Science Fiction and Mystery. Each unit has one anchor text and explicit goals in Reading Comprehension, Textual Analysis, Language Usage, Writing Process and Craft, Vocabulary, and Speaking and Listening. Assignments include a short story, a how-to paper, a formal letter, poetry, compare/contrast paragraphs, and a research paper. Students practice speaking skills in daily class discussions, literature circles, and oral presentations. Grammar focuses on proper usage of speech and sentence structure. Texts include: Literature (Prentice Hall); Elements of Language (Holt, Rinehart, and Winston); The Giver by Lois Lowry; The Westing Game by Ellen Raskin; and The Circuit by Francisco Jimenez.

Grade 6 Math begins skill building in preparation for students' study of Algebra and Geometry. They will study the five strands of math based on MCF for grade 6, including: whole number operations; factoring and prime numbers; exponents; operations with fractions, mixed numbers and improper fractions; decimal operations; probability and expected values; tree diagrams, stem-and-leaf plots, line plots and circle graphs; lines, angles and geometric structures; polygons; symmetry and congruence; recognizing transformations, translations and rotations; and reflections and compound transformations. Technology practice and test preparation are also included. Pre-Algebra – (Prentice Hall) Mathematics Course 3, Accelerated Math, Study Island, and Descartes' Cove.

Grade 6 Science provides exposure/instruction for topics in applied math and science that scaffold from grades 6-8, culminating in grade 8 science DC 'HIGH STAKES' STATE-WIDE ASSESSMENTY. Students will explore and utilize all inquiry standards, including formulating a testable hypothesis; designing and conducting an experiment; selecting appropriate tools and technology and making quantitative observations; presenting and explaining data and findings using multiple representations; drawing conclusions based on data or evidence presented in tables or graphs; and making inferences based on patterns or trends in the data. Students will also be able to communicate procedures and results using appropriate science and technology terminology. Lessons will have a strong focus on math skills necessary to effectively carry out an experiment and use data, including order of operations, comparing and ordering quantities, inverse relationships of operations, finding rules for patterns, input and output tables, interpreting graphs, unit conversions, and measurement and calculation of perimeter, area, volume and surface area. Inquiry standards will be woven into units that reflect Earth and Space Science, Life Science, Physical Sciences, and Technology and Engineering.

Grade 6 Social Studies conducts a comprehensive study of World Geography. Focus is on the main themes of geography, map skills, civics, history, and economics. Students explore the regions of Europe, Africa, the Middle East, Central Asia, South Asia, North Asia, Oceania, and South America, and develop an understanding of what makes each region unique as well as what they have in common. Map skills are introduced. Governments are discussed in terms of type and how they relate to one another. Economic systems are also introduced and analyzed in terms of how they function. (Houghton Mifflin): Social Studies: World Cultures and Geography

 [The Dean of Academics, Instruction and Assessment will bear primary responsibility for evaluating the curriculum maps and companion resources to ensure alignment with the DC Common Core State Standards, and for evaluating a teacher's success in bringing students to meet these standards. He or she will conduct these evaluations through frequent classroom observations and detailed analyses of aggregated and disaggregated assessment data. Monthly professional development opportunities at weekly faculty meetings or on designated half-days will also frequently focus on curriculum development, providing teachers with the opportunity to speak with outside experts or to collaborate with one another on curricular refinements. Teachers will be provided with stipends to attend professional development trainings outside of The WDS PCS during the school year and during summer vacation.

Teachers may also visit other schools, drawing on the EdVisions and Coalition of Essential Schools network initiatives for ideas and strategies.

Plan for Students with Exceptional Need and those who are Limited English Proficient
In order to insure that the learning standards identified and/or selected by WDC equip all students, including Limited English Proficient and those identified as having special or exception need—the WDS PCS is committed to implementing and commitment to Universal Design for Learning across the entire school. A research based support model—even students who have experienced significant traumatic (i.e., homeless, victims of violence, etc.) events, can thrive academically in the right environment and with the right supports provided by culturally competent staff members.

Since many students do not thrive in the traditional classroom environment that uses primarily verbal and text-based approaches to teaching and learning, WDS PCS will draw upon the Special Education, assistive technology, and graphic design expertise of our Founding Group members and partners to create a design-based, standards –based multi-sensory instructional model that employs a wide range of strategies and tools to address the needs of our diverse student population. Clearer, more visually appealing teaching materials will help our students organize themselves and focus, while also reducing discipline issues and increasing student engagement. Incorporating an intentional, holistic "design consciousness" that permeates the teaching and learning process—from the physical environment, to course and unit design, to a student's learning plan, to the layout of teachers' handouts—will assist all learners in accessing the curriculum at all levels.

Both linguistic and non-linguistic approaches will be used to address individual learning preferences and needs. Our non-linguistic strategies will include low-tech tools like graphic organizers and high-tech tools like text reader software that allow texts to be read aloud and become flexible and enhanced with multiple fonts, colors, and images. The Universal Design for Learning (UDL) approach will be used across the school, providing multiple flexible pathways of access to the curriculum, including how students are engaged in learning, how materials are presented to them, and how they demonstrate their learning. Additionally, graphic design principles will be incorporated into the UDL model. By utilizing strategies such as differentiation and tiered "responses to intervention" (discussed in detail in later sections), the individual academic needs of every WDS PCS student will be addressed[23].

[i] The Individuals with Disabilities Education Act (IDEA) requires that all "textbook and related print materials" materials be made accessible for "print-disabled" students as flexible, digital text files.[ii] The Washington Day School intends to comply with the spirit and the letter of IDEA legislation through our use of UDL, assistive technologies, and graphic design strategies.

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[23]There is a substantial research base regarding the use of Universal Design for Learning (UDL) and graphic design strategies supporting all students, but especially students with disabilities, English Language Learners, and students with histories of academic under-achievement and disengagement. UDL's general principles are derived from modern neuroscience and the cognitive science of learning and are deeply rooted in the foundational work of Lev Vygotsky and Benjamin Bloom. Vygotsky emphasized a key point of a UDL approach—that supports or "scaffolds" are gradually removed as an individual becomes an expert learner.

English Language Learners
For students with limited English-language fluency, comprehension, or vocabulary development, (i.e.,) English Language Learners, and students who are more visual and kinesthetic learners, non-linguistic strategies are essential. Teachers will use 'tools' (especially the new generation of multimedia, laptops, tablets, PDAs, etc.) that integrate well-designed text and images will help our students to access material, engage with learning, and build comprehension. 'Non-linguistic approaches benefit all of students, but especially those with learning disabilities and English Language Learners for whom visual learning is extremely important[24].

Above Grade Level Students

The WDS PCS' inclusive model and curriculum also makes it easy to ensure that all students are engaged and challenged. The process for identifying students who are academically high achieving is similar to the process for identifying academically low-performing students. The student will engage in content seminars and Individual Courses of Study (i.e. project work) which are more challenging with accelerated levels of content and skills. Due to the personalized approach to learning at WDS PCS, high achieving students will have multiple opportunities to do more advanced work and to excel at their individual rates. For example, a student taking math at an advanced level may be assigned to a higher level grade classroom or be assigned 'differentiated' assignments within their classroom. Alternatively, a high achieving student may choose to actually take the college course at the local community college or through distance learning. The nature and details of the increased academic challenge will be determined by the parent, the student, teacher and Dean of Academics, Instruction and Assessment.

The Individual Courses of Learning allow for advanced students to achieve high levels of rigor and learning. More challenging activities will enable high performing students to find intellectual satisfaction and growth at the school. High performing students will also have more opportunity to do extra projects, take on-line courses. .

How will these standards equip ELL and other students with exceptional needs to meet the standards?
Students with limited English proficiency, disabilities, and grade-level deficits can aspire to high expectations (and meet the established learning standards), as long as their unique learning and socio-emotional needs are being met inside and outside the classroom. Beyond our commitment to quickly identifying and developing IEPs for students with special needs and limited English language proficiency, WDS PCS is committed to using a variety of techniques necessary to engage students who are challenged by traditional classroom 'lectures' or chalk talk, discussions, reading, and writing. For example, regular classroom instruction will engage students' musical, visual, kinesthetic, and social intelligences, with the understanding that all of these pathways can serve to instill vital information. During recess, in the Learning Center and during the Extended Day/Enrichment period(s), WDS PCS will offer tutoring, counseling, speech and language therapy for those students requiring additional services to support their learning.

Additionally:
- In reading and language arts curriculum, there will be an initial emphasis on building a foundation of reading for each and every learner. The curriculum will include phonemic awareness, phonological

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[24] See the visual learning work of Robert Marzano and his colleagues in *What Works in Classroom Instruction*; Jane Hill in *Classroom Instruction That Works with English Language Learner*s; Eve Clark, in "How Language Acquisition Builds on Cognitive Development"; and neuroscientist Stanilas Dehaene's brain imaging research.

awareness, sound and letter recognition, and oral expression and articulation. Instruction will place an overall emphasis on a meta-cognitive approach to literacy

- In mathematics, there will be an emphasis on developing numeracy skills for our earliest learners; with an emphasis on one-to-one correspondence, number awareness and patterns. Instruction will also focus on the concepts behind the facts and on problem solving. While studying math our students will always know (or be able to find out) the *why* behind each math concept.
- In social sciences, the emphasis on instruction will be on discovery based learning that centers around units of study aligned to the standards. .
- In science, instruction will emphasize the scientific method and its relevance to discovery and learning through hands-on experiments.

The continuous alignment to the standards and refinement of curriculum will occur with the guidance of the Head of School through the academic year. The teaching staff will also ensure lesson plans are mapped to curriculum standards through a rigorous and ongoing curricular planning process that is structured in the following manner: Create big goals → Align with standards → Un wrap standards into objectives → Map objectives → Create unit essential questions, enduring understandings, and end of unit assessment → Plan week assessments → Create weekly and daily lesson plans An example of this alignment for Grade 1 and 2 can be seen in the J.

b. Resources and Instructional Needs (see also sections A.2.a and J for a listing of resources and instructional materials by performance level).

The WDS PCS has identified many of the instructional resources and materials to be considered for use by performance level, subject area for the first five years of operation. All of the instructional materials cited were selected for their alignment to and support of the school's mission and goals (and their alignment to the CCSS). The Prentice Hall- Scott Foresman *Reading Street*, OWL, Write Tools (see Section J for a copy of the writing curriculum maps that are aligned with the CCSS and *Reading Street*) for ELA and the *Every Day* Math, FOSS science kits and History Alive series are all specifically designed to support the learning needs of our general education, special needs and English Language populations. The founders have met with colleagues in Montgomery County, Boston, Fairfax and Providence public school systems to discuss **how** these materials have been used to foster student learning in their schools and their effectiveness.

The following represents the resources and/or instructional materials for each core subject and performance level (Years 1 through Year 5. These materials will be further reviewed during the planning year.

Performance Levels	English Language Arts	Science	Mathematics (also see below)	Social Studies	World Language
Kindergarten					
K-5	*Reading Street Series (Prentice Hall – Scott Foresman) Calle de Lectura* for ELLs *Sidewalk Series* for Special Needs Students	FOSS Kits (possible sequence) Kindergarten – Paper/Wood & Animals 1st : * Solids & Liquids; Organisms, Air & Weather 2nd: New Plants; Insects	EveryDay Math and/or Saxon Math	History Alive (Elementary)	Rosetta Stone Early Exploration Program Spanish, French & Mandarin CDs and DVDs

	Many of the novels and supplemental texts and literature will interdisciplinary and cover the social studies, science and mathematics content area as well.	3rd: -Water and Structures of Life 4th- Motion & Design, Animal Studies, Levers & Pulleys, Ecosystems 5th –Lever & Pulleys, Ecosystems			
6th Grade (SY17-18)	Will be developed in SY 16-17 with the assistance of the Middle School specialist who will be hired to work with the instructional coaches to prioritize the standards and develop the instructional units, Big Ideas, Essential Question and pre post assessments for grades 6 through 8. (See Section J for a more detailed discussion and outline of the proposed WDC curriculum				

Additionally, following represents a selection of children's literature relating specifically to the <u>mathematical</u> content for Kindergarten through Grade 3 –which we have identified as appropriate for our teacher's professional library and for students. The WDS PCS Dean of Academics, Instruction and Assessment will develop a 'literature' inventory list for grades 3 and 4 during the summer of 3013 and as part of SY 2013-14 curriculum development to support the instructional units. These books are offered as one of the ways that families can support their child's reading and mathematical experiences at home as well. Every WDS PCS classroom will display a selection of these books in the classroom library corner over the course of the unit (s). The use of literature is offered as a suggestion for introducing an idea or activity and is thus considered optional material rather than the centerpiece of a math lesson. The following is a list of Kindergarten, 1st and 2nd grade of children's literature that we will consider using with a unit or as a 'send home' book for parents to read with their student/child which include suggestions for using children's literature.

Kindergarten	First Grade	Second
Suggestions will include *Benny's Pennies* by Pat Brisson; *A Chair for My Mother* by Vera Williams (also available in Spanish); and *Penny* by Jeffrey Patnaude (optional) **For *Sorting and Surveys:*** Suggestions include: *This Is the Way We Eat Our Lunch: A Book about Children Around the World* by Edith Baer, *Lunch* by Denise Fleming, and *School Lunch* by True Kelley (optional) **The following is a list of children's literature which appears in *Reading Street's* suggested reading list for K-1** Aber, Linda Williams. *Grandma's Button Box.* (Math Matters Series.)	Suggested books will include: Aker, Suzanne. *What Comes in 2's, 3's, and 4's?* Angelou, Maya. *My Painted House, My Friendly Chicken and Me.* Anno, Mitsumasa. *Anno's Counting Book.* Anno, Mitsumasa. *Anno's Counting House.* Baer, Edith. *This Is the Way We Eat Our Lunch.* Bang, Molly. *Ten, Nine, Eight.* (Available in Spanish) Barton, Byron. *Building a House.* Bogart, Jo Ellen. *Ten for Dinner.* Briggs, Raymond. *Jim and the Beanstalk.* Burningham, John. *Would You Rather...*	Adams, Barbara Johnston. *The Go-Around Dollar.* Axelrod, Amy. *Pigs Will Be Pigs.* Barabas, Kathy. *Let's Find Out About Money.* Baer, Edith. *This Is The Way We Go To School.* Burns, Marilyn. *The Greedy Triangle.* Burningham, John. *Would You Rather?* Clement, Rod. *Counting on Frank.* Crampton, William G. *Flag.* Eyewitness Guides.

Angelou, Maya. *My Painted House, My Friendly Chicken, and Me.*
Anno, Mitsumasa. *Anno's Counting Book.*
Baer, Edith. *This is the Way We Eat Our Lunch.*
Bang, Molly. *Ten, Nine, Eight.*
Burns, Marilyn. *The Greedy Triangle.*
Chocolate, Debbi. *Kente Colors.*
Crews, Donald. *Ten Black Dots.* (Available in Spanish)
Dale, Penny. *Ten in Bed.*
Deitz Shea, Pegi, Cynthia Weill and Pahm Viet-Dinh. *Ten Mice for Tet!*
Dodds, Dayle Ann. *The Shape of Things.*
Dunbar, Joyce. *Ten Little Mice.*
Ehlert, Lois. *Color Zoo.*
Ehlert, Louise. *Fish Eyes.*
Emberley, Rebecca. *My Numbers/Mis Numeros.*
Falwell, Cathryn. *Feast for 10.*
Falwell, Cathryn. *Shape Space.*
Grossman, Virginia. *Ten Little Rabbits.*
Harris, Trudy. *Pattern Bugs.*
Harris, Trudy. *Pattern Fish.*
Hoban, Tana. *Count and See.*
Hoban, Tana. *Shapes, Shapes, Shapes.*
Keenan, Sheila. *More or Less a Mess.*
Krebs, Laurie. *We All Went On Safari: A Counting Journey Through Tanzania.*
Lionni, Leo. *A Busy Year.*
Lionni, Leo. *Inch by Inch.*
Martin, Bill. *Chicka Chicka 1, 2, 3.*
Martin, Jr. Bill, and John Archambault. *Chicka Chicka Boom Boom.*
Metropolitan Museum of Art. *Museum 123.*
Mora, Pat. *Uno, Dos, Tres, One, Two, Three.*
Moss, Lloyd. *Zin! Zin! Zin! A Violin.*
Murphy, Stuart J. *Animals on Board.*

Burns, Marilyn. *The Greedy Triangle.*
Carle, Eric. *Rooster's Off to See the World.*
Cooper, Jason. *Skyscrapers: Man-Made Wonders.*
Crews, Donald. *Ten Black Dots.* (Available in Spanish)
Crosbie, Michael and Rosenthal, Steve. *Architecture, Shapes.*
Dale, Penny. *Ten in Bed.*
DeRubertis, Barbara. *Count on Pablo.* (Math Matters Series.)
Dorros, Arthur. *This Is My House.*
Duke, Kate. *Twenty is Too Many.*
Ehlert, Louise. *Fish Eyes.*
Emberley, Rebecca. *My Numbers Mis Numeros.*
Falwell, Cathryn. *Feast for Ten.*
Felix, Monique. *The House.*
Friedman, Aileen. *A Cloak for the Dreamer.*
Gauch, Patricia Lee. *Christina Katerina and the Box.*
Grossman, Bill. *My Little Sister Ate One Hare.*
Grossman, Virginia and Sylvia Long. *Ten Little Rabbits.*
Hamm, Diane Johnson. *How Many Feet in the Bed?*
Harris, Trudy. *100 Days of School.*
Hoban, Tana. *Cubes, Cones, Cylinders, & Spheres.*
Hoban, Tana. *Shapes, Shapes, Shapes.*
Jonas, Ann. *The Quilt.*
Jonas, Ann. *Splash.*
Karavasil, Josephine. *Houses and Ho Around the World.*
Kassirer, Sue. *What's Next, Nina?* (Math Matters Series.)
Kushkin, Karla. *The Philharmonic Gets Dressed.*
Lionni, Leo. *Inch by Inch.*
Lobel, Arnold. "A Lost Button," in *Frog and Toad Are Friends.*
McBratney, Sam. *Guess How Much I Love You.*
Merriam, Eve. *12 Ways to Get to 11.*
Metropolitan Museum of Art. *Museum* Micklethwait, Lucy. *I*

Cribb, Joe. *Money.* Eyewitness Guides.
Cristaldi, Kathryn. *Even Steven and Odd Todd.*
DeRubertis, Barbara. *A Collection for Kate.*
DeRubertis, Barbara. *Count on Pablo.* (Math Matters Series.)
DeRubertis, Barbara. *Deena's Lucky Penny.* (Math Matters Series.)
Emberley, Ed. *Ed Emberley's Picture Pie: A Circle Drawing Book.*
Friedman, Aileen. *A Cloak for the Dreamer.*
Friedman, Aileen. *The King's Commissioners.*
Giganti, Paul Jr. *How Many Snails?*
Grossman, Bill. *My Little Sister Ate One Hare.* Investigations 2nd Edition, Children's Literature, grades K-2
Hamm, Diane Johnson. *How Many Feet in the Bed?*
Harper, Dan. *Telling Time with Big Mama Cat.*
Haskins, Jim. *Count Your Way Through Japan.*
Hoban, Tana. *26 Letters and 99 Cents.*
Hoban, Tana. *Shapes, Shapes, Shapes.*
Holtzman, Caren. *A Quarter from the Tooth Fairy.*
Hong, Lily Toy. *Two*

Murphy, Stuart. *The Best Vacation Ever*.
Murphy, Stuart J. *Monster Musical Chairs*.
Peek, Merle. *Roll Over! A Counting Song*.
Pluckrose, Henry Arthur. *Math Counts: Sorting*.
Reid, Margarette S. *The Button Box*.
Rogers, Paul. *The Shapes Game*.
Roth, Susan L. *My Love for You All Year Round*.
Russo, Marasabina. *The Line Up Book*.
Sloat, Teri. *From One to One Hundred*.
Swinburne, Stephen R. *Lots and Lots of Zebra Stripes: Patterns in Nature*.
Turpin, Lorna. *The Sultan's Snakes*.
Walsh, Ellen Stoll. *Mouse Count*.
Walton, Rick. *How Many, How Many, How Many*.
Wormell, Christopher. *Teeth, Tails & Tentacles: An Animal Counting Book*.

Spy Two Eyes: Numbers in Art.
Mora, Pat. *Uno, Dos, Tres, One, Two, Three*.
Morris, Ann. *Houses and Homes*.
Murphy, Stuart J. *Animals on Board*.
Murphy, Stuart. *The Best Vacation Ever*.
Murphy, Stuart J. *Super Sand Castle Saturday*.
Onyefulu, Ifeoma. *Emeka's Gift: An African Counting Story*.
Paul, Ann Whitford. *Eight Hands Round: A Patchwork Alphabet*.
Peek, Merle. *Roll Over! A Counting Song*.
Peterson, John Lawrence. *The Littles*.
Pluckrose, Henry. *Math Counts: Length*.
Pluckrose, Henry. *Math Counts: Numbers*.
Pluckrose, Henry. *Math Counts: Pattern*.
Pluckrose, Henry. *Math Counts: Sorting*.
Polacco, Patricia. *The Keeping Quilt*.
Rau, Dana Meachen. *A Box Can Be Many Things*.
Reid, Margarette S. *The Button Box*.
Rockwell, Anne F. *100 School Days*.
Rogers, Paul. *The Shapes Game*.
Russo, Marisabina. *The Line Up Book*. Investigations 2nd Edition, Children's Literature, grades K-2
Schlein, Miriam. *More Than One*.
Schwartz, David. *If You Hopped Like a Frog*.
Slater, Teddy. *98, 99 . . . Ready or Not, Here I Come!*
Sloat, Teri. *From One to One Hundred*.
Stevenson, Robert Louis. *Block City*.
Sturges, Philemon. *Ten Flashing Fireflies*.
Tang, Greg. *Math for All Seasons*.
Tang, Greg *Math-terpieces*.

of Everything.
Hulme, Joy N. *Sea Sums*.
Hutchins, Pat. *Clocks and More Clocks*.
Hutchins, Pat. *The Doorbell Rang*.
Jenkins, Steve. *Biggest, Strongest, Fastest*.
Jocelyn, Marthe. *Hannah's Collection*.
Jonas, Ann. *Splash*.
Jones, Carol. *What's the Time, Mr. Wolf*
Kaczman, James. *When a Line Bends…A Shape Begins*.
Kassirer, Sue. *What's Next, Nina?* Math Matters Series.
Keenan, Sheila. *What Time Is It?*
Leedy, Loreen. *Fraction Action*.
Leedy, Loreen. *Measuring Penny*.
Lionni, Leo. *Inch by Inch*.
Llewellyn, Claire. *My First Book of Time*.
Long, Lynette. *Domino Addition*.
Mahy, Margaret. *17 Kings and 42 Elephants*.
McMillan, Bruce. *Eating Fractions*.
Merriam, Eve. *12 Ways to Get to 11*.
Murphy, Stuart J. *Beep Beep, Vroom Vroom*.
Murphy, Stuart J. *The Best Vacation Ever*.
Murphy, Stuart J. *A Fair Bear Share*.
Murphy, Stuart J. *Let's Fly a Kite*. (Math Start Series.)
Murphy, Stuart J. *Game Time!*
Murphy, Stuart J. *Give Me Half!*

	Tang, Greg. *Math Appeal.* Turpin, Lorna. *The Sultan's Snakes.* Walton, Rick. *One More Bunny: Adding From One to Ten.* Wells, Rosemary.	Murphy, Stuart J. *The Penny Pot.* Murphy, Stuart J. *Super Sand Castle Saturday.* Myller, Rolf. *How Big Is a Foot?* Neuschwander, Cindy. *Sir Cumference and the First Round Table.* Ochiltree, Dianne. *Bart's Amazing Charts.* Penner, Lucille Recht. *Clean-Sweep Campers.* (Math Matters Series.) Pinczes, Elinor J. *One Hundred Hungry Ants.* Pittman, Helena Clare. *Counting Jennie.* Pluckrose, Henry. *Math Counts: Length.* Pluckrose, Henry. *Math Counts: Shape.* Pluckrose, Henry. *Math Counts: Time.* Richards, Kitty. *It's About Time, Max!* (Math Matters Series.) Rockwell, Anne F. *100 Days of School.* Schlein, Miriam. *More Than One.* Schultz, Charles M. *How to Draw Peanuts.* Investigations 2nd Edition, Children's Literature, grades K-2 Schwartz, David M. *If You Hopped Like a Frog.* Singer, Marilyn. *Nine O'Clock Lullaby.* Sloat, Teri. *From One to One Hundred.* Sturges, Philemon. *Ten Flashing Fireflies.* Tang, Greg. *The Grapes of Math.*

		Tang, Greg *Math-terpieces.* Viorst, Judith. *Alexander Who Used to Be Rich Last Sunday.* Walton, Rick. *Bunny Day: Telling Time From Breakfast to Bedtime.* Watts, Barrie. *How They Grow* Series. Wiesner, David. *Tuesday.* Williams, Rozanne Lanczak. *The Coin Counting Book.* Zimelman, Nathan. *How the Second Grade Got $8,205.50 to Visit the Statue of Liberty.*

Technology–Specific Resources and Materials

Along with interactive whiteboards in every classroom, tablets for each child, and laptops and/or desktops for each teacher, WDS PCS will also use the SELECT Math website to concurrently support (along with the instructional resource listed above) instruction and student learning in both mathematics and technology literacy with the use of online resources in the classroom

The SELECT Math website provides information and contains links to over 1000 online resources that can be used to support student learning with the Everyday Math, Saxon and Connected Math textbook series. The links are sorted by grade level and then by month and book name. Each alignment matches an individual textbook lesson to a specific online activity and also suggests how to use the online activity within the course of a class lesson. Many of the alignments are also accompanied by worksheets that can be used with the applets in the classrooms for evaluating a student's work with the online resource. WDS PCS will also utilize the National Library of Virtual Manipulatives.

c. Methods of Instruction

The 'Workshop' Method of Instruction:

The "workshop" (both reading and writing) approach to instruction will be the primary approach will be embedded and promoted in every grade and subject area at the WDS PCS Public Charter School. The workshop approach will include each of the following distinctive instructional approaches to be employed:

1. **Guided Practice**: Guided practice will be designed to get all of the students engaged in a brief sharing exercise to apply and assess their application of the content and/or skill of the day. Quick think-write-pair-share activities are most appropriate.

2. **Independent Practice/Application**: More extensive practice/application activities (including independent reading and writing) will be conducted to allow students to apply their new knowledge and skills in some creative, often student-generated manner, on their own and with other students. Teachers and coaches will use this time to confer with individual students or groups of students to assess their progress, identify existing needs, and provide additional instruction as needed.

3. **Closing Activity**: The teacher will facilitate a structured closing activity that will allow students to summarize and share what they've learned, relate what they've learned to the objective(s) for the day, generate concrete evidence that will certify the extent to which the day's objective has been accomplished, and provide information to inform subsequent instruction (as well as the day's homework assignment).

4. **Student Notebooks/Journaling**: Student notebook work will be integrated into every activity of every lesson (beginning in Grade 1). While they represent one important product of students' learning, student notebooks will ultimately serve as the essential artifacts that illustrate all that has gone on in a class. They will necessarily include information and ideas students have received during the lesson (through a variety of activities) as well as their responses to the information and ideas. Notebooks will reflect ongoing student routines, including the following: gathering and recording details from text, lectures, investigations, or other presentations; writing summaries; synthesizing information; making connections; making and confirming inferences, hypotheses, and assertions; visualizing important ideas; asking and answering their own questions; and analyzing or critiquing important ideas every day. Notebooks will be collected on a regular basis, graded for content, organization, and clarity, and included as a substantial portion of a student's overall grade. To ensure the success and growth of our students, WDS PCS will utilize multiple instructional modalities to engage our learners—relying first on students' identified or assessed learning preferences and strengths and gradually 'stretching' each student to be able to adapt to a variety of teaching styles (and more complex and difficult content) that might present themselves in college and/or job training. The approaches include (but not limited to the following for years 1 through 3 for all grades):

Inquiry-Based Learning

The important questions and interests that each elementary and middle school student holds—are the most powerful motivators to learning. While all students must master the common core of skills and cognate knowledge, this core can be mastered and expressed in a variety of unique ways. Students come alive when they are trained to be methodologist or researchers –in search of answers to their driving questions. Our curriculum will have the additional intent of teaching our students the science of 'methods'.

Differentiated Instruction

Five to twelve percent or more of our entering WDS PCS will require special education and/or some sort of additional academic support. These students will be expected to demonstrate proficiency in the content and performance standards (while there will be modifications and accommodations as guided by the IEP, there will be no over simplifying of the curriculum)—they will follow different paths to achievement and success.

Teachers will plan daily and will consider multiple or 'differentiated' ways of engaging and teaching students. We anticipate that a number of students may also be classified as 'gifted and talented' and the curriculum will be differentiated to meet the special needs of these students. .Teachers will incorporate strategies that will better support visual, kinesthetic and auditory learners – providing scaffolding, prompts and entry points that enable students to grasp concepts and connect to the important themes,

questions and skills in a unit of study. All teachers will be trained to employ research-based strategies for group work as a means for providing 'simultaneous opportunities for all class members'[25].

All teachers will be trained in the use of Alpha Smarts (and other adaptive, assistive technologies and web based software) to aid and support student special and differing learning styles and needs.

Whole group instruction: WDS PCS teachers will always strive to develop a conceptual framework for skills by engaging students fully in their own learning. In general, teachers will present new information by having students grapple directly with new concepts, rather than learning passively by watching teacher demonstrations, listening to lectures, or learning "tricks" to get the right answer without fully understanding why. For instance, math instruction might follow this sort of sequence: give scholars a challenging problem, allow them to grapple with the challenge, and then facilitate classroom discussion in which scholars explain their approach to classmates and work as a team to solve the problem correctly and to understand deeply enough that they could transfer their learning to other related, but not identical, situations. In literacy, we will also provide forums for students to grapple with difficult texts and skills. This approach leads to both deeper understanding (by putting the heavy thinking on the student) and to stronger communication skills (by focusing on discussion).

Small group and individual instruction: A significant portion of each our teacher's instructional time will be devoted to small group and individualized instruction. This individualized feedback allows us to follow up on what specific students are struggling with or need to be pushed on. For instance, we may employ a **reading workshop** method that provides students with large chunks of independent reading time. During this time, the teacher can pull an individual student to work on a specific skill, push comprehension strategies deeper, or monitor a student's text choice. During **writing workshop**, a teacher conferences with students on their own writing and provides specific, individualized feedback on content or conventions in a written piece. This conferencing model will be enabled by our low student-teacher ratios. There are only 17 -19 students per class in kindergarten; a maximum of 20 in the upper elementary and middle school grades; and two classroom teachers per class (one focused on math and science instruction and one focused on ELA and social studies) in the middle school.

Thematic and Project-based Learning
Frequently, students will be exposed to thematic units that are approached from a multi- or inter-disciplinary perspective. Faculty will collaborate when developing thematic units per grade/per year (monthly and as needed) to assist students recognize the ways in which different disciplinary lenses can be brought to bear on a single question under inquiry. Additionally, students will have the opportunity to develop projects that relate to interests and demonstrate mastery of content and skills.

Computer Assisted Instruction (CAI) (Odyssey, and Achieve 3000 are examples) "Computer-assisted instruction" (CAI) refers to instruction or remediation presented on a desktop PC, laptop, smartphone, or other multimedia device. WDS PCS will utilize educational computer programs that are available online and from computer stores and textbook companies to enhance teacher instruction and student learning...

Computer programs are interactive and can illustrate a concept through attractive animation, sound, and demonstration. They allow students to progress at their own pace and work individually or problem solve in a group. Computers provide immediate feedback, letting

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[25] Cohen, E, *Designing Group work*, 1994.

students know whether their answer is correct. If the answer is not correct, the program shows students how to correctly answer the question. Computers offer a different type of activity and a change of pace from teacher-led or group instruction.

Digital Portfolios (Year 4) - Student presentations will also provide an occasion for demonstration of mastery of digital technology (beginning with students entering the 5th grade) as students will be required to demonstrate proficiency with the use of a variety of digital media and software in their presentations. Research findings point also to the dramatic impact that student exhibitions, authentic assessments and the integration of technology has on student achievement. Portfolios will used as a method of instruction and means of assessing a students' mastery of the content area.

d. Student Progress and Achievement (see Section J for a further discussion of the proposed WDS PCS Assessment System)

Student Progress and Achievement Academic Programs
The Washington Day School PCS Assessment System will use a variety of measures to 'triangulate' data to assess student <u>individual growth</u>, and <u>whole grade/school progress and achievement</u> against the academic goals and that have been set (See Section A.1.d Goals for baseline standards, education targets/outcomes). No one measure will be used assesses or measure a student's progress and achievement. The WDS PCS, will use the following two types of assessments in our first year and as we develop further develop measures and proficiency indicators for our mission-accomplishment planning:

> **1. Criterion Referenced Assessments** will evaluate student performance against absolute standards. The district-wide assessment [or DCCAS and/or the Common Core State Standards aligned district wide assessment planned for 2014] is one such useful data gathering tool/assessment. All students in the both the elementary and middle school, beginning in kindergarten) will take the DIBELS, Stanford 10 and/or assessment upon enrollment and at the end of the school year.

> 2. **Value-Added Assessments** will demonstrate progress of all students. We find the NWEA, DRA-2, and Stanford-10 Exam to be particularly useful in measuring individual student progress, but recognize that other nationally recognized, norm-referenced tests may be considered. We will network with other charter and public school leaders both locally and nationally to learn of their successes with other assessments in this category.

Teachers will engage in ongoing assessment of their students through observation, examination of student work, running records, quizzes, end-of -unit tests, exit slips, and other informal methods so that they can constantly be aware of where each of their students is in relation to mastering the standards. Official internal interim assessments, however, will be consistent across schools, scheduled throughout the year, used for data comparisons, and shared with parents.

Interim Assessments
Interim assessments will be administered by classroom teachers during a set assessment window. After the assessment, teachers will (or contractors hired specifically to administer an assessment) score the results (scoring written responses in teams and based on sample answers) and enter them into our data tracking and warehouse system (INFORM). Our customized WDC *Teacher Data & Assessment binders* will provide teachers with a wealth of valuable, real-time information about our students progress (or lack thereof) towards mastery. These assessments will also calculate student results, compare those results for each student with that student's prior performance, disaggregate the data by standard assessed, and

compare class, item, and school results with the results from WDS PCS students over time and from students in the top performing LEAs (i.e., The absolute results and growth data will also be used in determining which students require more support to reach our achievement expectations.
..
Data for all interim assessments will be collected and analyzed on a regular basis with individual teachers and data teams. Data results will be used by the instructional coaches and teachers to modify and adjust the curriculum and instruction as needed. The DRA-2 and/or DIBELS, Stanford 10 and/or NWEA assessments will be the principal standardized assessment used by WDS PCS. Beginning in the sixth grade, interim assessments also include prior questions from the SSAT and ISEE to ensure we are preparing our students to gain entrance into college preparatory high schools. Finally, we will also use the DRA-2 (and DIBELS for K only) to assess our students' reading levels in kindergarten through fifth grade; the results of these assessments will regularly reported to parents on report cards.

Student Progress and Achievement – Non Academic Goals
Monitoring progress toward our nonacademic goals will mostly be done through teacher observation and self-reflection. In the arts, music and PE, progress is assessed through teacher observation. For character development, progress is monitored through teacher evaluation and self-evaluation of how students are behaving against our 'Being Excellent' standards for each grade level.
.
The WDS PCS will participate in and administer the District-wide Assessment, as mandated by the Office of the State Superintendent of Education beginning in operational Year 2. At that time WDS PCS will have students in grade 3, the first year a student (and their school) is both eligible and required to take the abovementioned assessment. The WDS PCS Head of School (HOS) will be the person responsible for overseeing the school's evaluation and assessment planning. See section C for a description of the professional qualifications of the DTL. The school will develop position vacancies with the requisite skills beginning in the summer of 2012 (upon favorable review of the WDS PCS charter petition).

e. Students with Exceptional Needs

Identification, Evaluation and Assessment: Identification and Evaluation for Students Enrolling at The WDS PCS *with* a Preexisting Individual Education plan

Once a student has been enrolled into WDS PCS all prior school records, including the Individual Education Plans (IEPs) for all students will be obtained. When a student's record indicates that a child has previously received special education services, our Special Education Coordinator, will meet with the parents. The aim of the initial review is to review the preexisting IEP and to determine the appropriate services to be delivered at WDS PCS. In all instances, the school's certified special needs staff and administrator(s) will work to ensure that all services (and the companion goals) recommended by the IEP allow the student to advance appropriately towards attaining the annual goals., to be included and participate (as fully as possible) in the general curriculum, and to participate in extracurricular and other non-academic activities in their least restrictive environment.

Identification and Evaluation Strategies for Students Enrolling *without* an Individual Education Identification

Often , families will enroll and the school may be unable to secure all of the student's prior academic records, or a parent may be reluctant to reveal that the student has an IEP. In order to ensure that we are providing the student with the most comprehensive of special educational services (should they be eligible) - every enrolled WDS PCS Preparatory student will take a baseline assessment in reading and mathematics (see Section A.2.d. Student Progress and Achievement for details of the specific types of assessments that will be used and how will they will measure student progress be measured in the core subject areas with particular attention to English Language Arts and mathematics) to determine their mastery or proficiency levels in these subject areas.   As the student data is generated (as early as June and as late as September of our first operational year), staff will meet on a weekly-basis to discuss the academic and socio-emotional concerns of students whose performance levels were significantly below grade level – and who do not have IEPs. This will trigger the school's 3-tiered Response to Intervention (RTI) system which will ensure that all students are properly screened for learning difficulties and supported in the general education classroom.[26]

Evaluation
If the student does not make the expected progress , the RTI team (SPED Coordinator, Instructional Coach, Learning Specialist, the classroom teacher and parent) will come together to determine the students eligibility for special education services/IEP. A 'MDT' meeting (multidisciplinary team) will be scheduled and one or more additional therapist will be added to the meeting as needed (e.g., licensed school psychologist, licensed occupational therapist, physical therapist, reading specialist

The Washington Day School will employ a Special Education Coordinator to manage and provide the delivery of services to our students with special and/or exceptional needs. A full-time speech and language pathologist, a school transition counselor and an occupational therapist will also be provided, based on need. WDS PCS will contract out for speech and language, occupational and physical therapy needs and other services as needed. All services will be provided in the least restrictive environment (usually the classroom, but a range of options will be provided as needed). Certified special education teacher (s) will be assigned to each grade. We will evaluate the success of our program not based on how many students remain in special education, but instead on the academic success of our special education and former special education population. When we suspect a student no longer requires special education services we will initiate an evaluation and hold a team meeting to determine if services are still needed. We will discontinue an IEP when the team has determined services are no longer needed.

Model to provide instruction to Special Needs Students

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[26] The school's planned RTI's tiered system allows the school to (at **Tier 1**) to pay particular attention to initiating differentiated instructional methods and strategies for the student to address their particular learning difficulties. The teacher-team will develop a Tier 1 intervention that takes into account the results of the analysis of the student's strengths and weaknesses. Some of the 'accommodations' might include small group work, oral presentations rather than only written work, and extra time to complete assignments. The instructional staff will make the recommended adjustments to classroom teaching and periodically assess the impact of these adjustments. The results are community to parents in conference and via certified letter. In **Tier 2**, students not making sufficient progress toward meeting the school' academic goals (i.e., student mastery of the core academic curriculum) will be provided with additional tutoring in the Kids/Learning Center, reteaching of concepts in smaller groups while the class moves on to the next lesson or unit, targeted homework assignments to allow extra practice in a particular sill or study guides to assist in supplementing instruction base on level of performance or rates of progress. Tier 1 and Tier 2 interventions are the province of the regular/general education faculty. Students are referred for special education services *only* after Tier 2 strategies have been exhausted and the RTI team agrees to move the student to the next step. At Tier 3, the Learning Specialists become involved to provide intensive instruction to address missing content to prevent even severe problems or delay.

The Washington Day School will be a full inclusion school (with limited push in[27]) depending on the individual needs of our students. As a 'full' inclusion school, we are committed ensuring that our special education teachers be full partners in the classroom with the general education teachers.

Differentiation within WDC classrooms
Differentiation is incredibly important tools to help children with disabilities succeed in an inclusive classroom. Differentiation within WDC PCS classrooms will involve providing a range of activities and using a variety of strategies so that our children with different abilities, from learning disabled to gifted – so they will successfully learn in the same classroom.

Any WDS PCS child receiving special education services may participate fully in the same program as a general education child with supports from the special education teacher, or may participate in a limited way, as they are able. In rare occasions, the student will work exclusively on goals in their IEP in a general education classroom alongside typically age and grade peers. For inclusion to truly succeed, all WDC special educators and general educators will need to work closely together and –in essence collaborate. It definitely requires that our teachers have the requisite training and appropriate (administrative, other staff) support to overcomes the challenges they must meet together

 All lesson plans will require that teachers demonstrate that their daily and/weekly plans differentiate sufficiently to meet the learning needs of our students. WDS PCS special educators and Teaching Associates will use a range of methods, as recommended during the IEP process, which will include but not be limited to scaffolding general education curriculum, pre-teaching vocabulary, previewing text and using graphic organizers, manipulatives, and multiple cuing systems to support and encourage student mastery of content
..
The founders have had discussions with the Washington Psychological Group , Inc.(Howard University) , and Global Enrichment Service, Inc. regarding their provisions of related services (i.e., licensed school psychologist, , occupational therapy, physical therapy, speech and language therapy, audio logical/hearing therapy, vision therapy, psycho educational testing and adaptive physical education services) through contractual beginning in Year 1 Additional psychological services to also include: behavioral modification, anger management, psycho-educational assessments, and individual and group counseling. The clinicians in these practices have prior experience working with children in educational settings to include DCPS and public charter school.

f. English Language Learners: Identification and Ensuring Effective Communication with Parents

Identification

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[27] "Push In" at WDS PCS will typically has the special education teacher enter the classroom to provide instruction and support to children. Our "push in teacher will typically bring materials into the classroom. The teacher may work with the child on math during the math period, or perhaps reading during the literacy block. The push in teacher will also often provide instructional support to the general education teacher, by assisting with differentiation of instruction.

Beginning each August, the WDS PCS Special Education Coordinator will oversee a comprehensive process by which English Language learners are identified and evaluated. An appropriately certified individual will be hired as the ELL 'specialist' (using non-pupil personnel funds in Year 1) and will have the responsibility of managing the ELL/LEP/NEP student identification and assessment process, including administering a family survey, gathering teacher input, and administering state tests specifically designed to measure English language competency.

To identify English Language Learners /ELL students, during the registration and enrollment periods, we will distribute the *Home Language Survey* (to all applicant families) to determine whether English is the student's native or primary language. Within 15 days of enrollment, all students whose home language is other than English (and who have not been previously designated by assessment as English 'proficient' in their prior school) will be given the either the Pre-IPT® Oral English Language Proficiency Test (the recommended screener for children **entering Preschool, ages 3 to kindergarten enrollment age) or** WIDA to determine their English language proficiency level. These students will also be administered a primary language assessment in their native language (e.g., LUCHA or ACCESS) within 90 days of enrollment. Based on the WIDA results, we will determine which students are English Language Learners. WDS PCS Preparatory will use annual assessment data, ELL/ESL teacher assessments, to determine our student's English language-proficiency levels and will reclassify English Language Learner students as Fluent English Proficient (or FEP) when appropriate.

ESL, ELD and Sheltered English Immersion Strategies for English Language Learners

We believe that English Language Learners will be best served through English as a Second Language (ESL) or English Language Development (ELD) with limited sheltered content instruction. The Sheltered English Immersion consists of both shelter subject matter instruction in English and English language instruction. The ESL/ELL specialist and core academic teachers will use Sheltered English Immersion (SEI) program utilizing SDAIE (Specially Designed Academic Instruction in English) and English language development interventions to develop English language proficiency and provide access to the core content. The staff will be trained and supported to use SDAIE techniques in content seminars, "How-To" workshops, and in one-on-one advising with students. Part of the SDAIE approach will include ensuring availability of text that is comprehensible to ELL students (this includes text in the students' native language for students with ELL levels of 1 and 2, and text with simpler vocabulary in English for students with higher ELL levels).

In addition to the SDAIE approach, Washing Day School will offer supplemental English instruction for ELL students that focuses exclusively on English language development skills, either during the school day in a limited "pull-out" program and/or integrated within the classroom and if needed, as a program during the Extended Day program. The WDS PCS will hire a certified ESL/ESOL to manage our ELL Program in Years 1 and 2. Our T goal is to ensure a quality instructional program that enables the WDS PCS's ELL students to attain English proficiency, and achievement in all academic subject areas, and to have access to the range of educational opportunities that WDS PCS envisions for all of its students.

Parent Notification and Communication
If a student is determined to be limited English proficient (LEP), the WDS PCS will inform parents in writing of the results of the assessment and the program placement recommendations, describing the services that are available to assist the student to become English language proficient. To ensure the academic and non-academic (i.e., attendance and other behavioral information) information is communicated to parents of our ELL students, the school will translate all relevant materials that is being

sent home to parents. The school has reserved funds in the budget to hire an ELL specialist and that person will be responsible for ensuring that parents have all school related information in their language of preference. The Lead Founder is fluent in Spanish, and we will endeavor to hire as many bilingual academic and/or other staff to facilitate translations as needed. As the school and program expands, the school will recruit and hire additional certified ESL and/or bilingual learning specialists. Additionally all e-alerts and other notifications to parents will be in multi-lingual (e.g., Alert Now notification to parents might be recorded in Spanish, Amharic and French to accommodate the language needs of our non-English speaking parents).

G. Strategies for Providing Intensive Academic Support
The following are some of the strategies (the school will employ) for providing intensive academic supports for our students who enroll substantially below grade level in reading and mathematics will include but not be limited to the following:

- **Reading Partners Tutoring Program** (K-5 grade only) *Reading Partners* program focuses on children struggling with reading. Working with partner schools such as Washington Day School, the program offers will provide our students with one-on-one tutoring, twice a week in 45-minute sessions. WDC students who are or who have fallen behind six months to two years in reading will be considered eligible to participate in Reading Partners.

- **Compass Learning Odyssey Reading Program (K-2)** is a supplementary computer based reading program that will develop reading skills through thematic based units. Students proceed through the *Compass Learning* sequentially, by working on specific skills, or by following the prescribed path of instruction based on the results of the assessment tests. Teachers depend on the school's file server to access the entire program. The recommended schedule is for each student to spend 3 twenty-minute sessions each week working through the software program; however, it can also be used during a regularly scheduled computer lab time. Each lesson focuses on a particular theme and includes activities that last 5 to 10 minutes each. Used sequentially, each lesson follows the same pattern beginning with: 1) a pre-reading activity to activate prior knowledge and introduce new concepts; 2) an uninterrupted presentation of a whole story (often one with a rhyming structure); 3) sounds, phonograms for word identification, word families and for Kindergarten and 1st grade, phonics and phonetic word analysis skills; and, 4) comprehension based on main idea, sequencing and predicting. In 1st and 2nd grade, the lesson ends with a brief writing activity that encourages creativity. There are a total of 12 units for Kindergarten, 23 for first grade and 21 for second grade.

- **Summer-Bridge Academic Program for Incoming 3rd Grade Students –** All entering 3rd graders will be required to attend the summer academic program. This program will provide an intensive orientation to the school and our character education program, academic preparatory courses. It will also allow us to conduct a baseline assessment of student skills as we plan for their matriculation. The assessment will provide us with 'early' information regarding course sections, materials and staffing.

- '**Intensives' & Expedition Program**– is a three week, whole school program offered between the 1st and 2nd semester –especially designed to explore themes.

  During this time, the school will suspend regular classes and will offer a variety of intensive academic and 'expeditionary 'opportunities to provide varied and additional learning activities for

both our below grade through advanced students. Intensives (which will focus on 'intense' reading, writing and mathematics activities and problem solving, and 'Expedition' allow students and faculty to share concentrated and individualized exploration of the environment, community service, nutrition and/or international themes and activities, outside the regular curriculum and classroom. For students who are performing at grade level, this three week academic term affords an opportunity to engage in project-based learning in an area they might select. For students who are below grade level in one or more subject, Intensive and Expedition is an invaluable opportunity for intense and focused study. At the conclusion of this, students report /showcase their group's activities.

- **Small Class Sizes** – The student/ teacher ratio at Washington Day School will deliberately kept low through the use of student interns (from local colleges) and our Teaching Associates. This will enable us to provide each student with individualized attention to support high achievement and to ensure that none of our students 'falls through the cracks'..

- **Testing and Individualized Personalized Learning Plans** – Formal assessments will be administered at the beginning and end of each academic year. These tests will enable administrators and teachers to track each student's progress, inform classroom instruction, and the implement each student's individualized Personal Learning Plan. The school is considering the administration of the Woodcock Johnson for entering students.

- **Individual academic support-** Teachers will offer individual academic support the regular school day and after school during the extended block.

- **Learning or "Kids" Center (LC)-** the Center will be a critical resource for all students at Washington Day. Beginning in September 2013, (Year 1), the Center staff will provide individualized academic support for all students referred by the content area teacher. The ALC will 'double' as the school library and provide students with quiet and relaxed place to read, practice spelling words, use a coloring book, listen to language tapes, work with a new app on their tablet, or meet with a tutor/teacher.. The Center will be staffed by our IT Coordinator and Academic Specialists in Year 1. In Year 2, we will hire a Librarian/Media Specialist to further develop our circulating library and provide support to students interested in using technology for online research.

- **Longer Hours of Instruction in Classes**: Because most of our students will lack literacy and numeracy skills, the schedule offers 90 minute classes of English Language Arts, Math/Science and will meet five times per week. Science, world language and history instruction will be daily, (See 4.c. and g for additional information) for a minimum 45 minutes each day.

- **Structured Support**: National Prep has designed support systems within the school to help students reach their highest academic potential: (a) **Whole School Assembly**, a once-a-week whole-school gathering that serves as time to encourage school pride; recognize achievement and 'improvement', and share news about school activities; (b) **Morning Meeting**, a daily 'community building' and goal setting time between the classroom teacher and students. Students recite the Pledge of Allegiance, sing songs and learn the 'Being Excellent' values daily and (c) **Extended Day Block** an after-school 5:00 – 6:00am extra help session (for students beginning in grade 3).

- **Tutoring and Homework Center -** All students attending The WDS PCS will be provided tutoring (and additional academic supports), as determined by the content area teachers, and/or by the Instructional Leadership team following the weekly review of a students' classroom assessment results and performance. "Focusing on Excellence" is our one-on-one intensive tutoring program that will provide reading and math enrichment for students in

grade. Each WDC PCS student will be paired with a trained volunteer who will work with (under the guidance of the teacher) with them for two hours each week throughout the school year. Student and tutor work on a research-based curriculum designed to bring the student's math and reading skills back up to at least grade level. The curriculum is broken up into a series of 36 steps each one of which the student must master before moving on to the next step. This approach allows the student and tutor to proceed at the student's individual pace. Students will typically be assigned a tutor if their assessment results indicate that they are functioning at l grade level or more below in reading and 2 or more grade levels below in math. The founders are currently in discussion with a number of volunteer and non-profits that provide tutoring services to students in grades K through 5. The same tutoring structure will be provided for students at the Upper House level, and will add a peer-tutoring /peer mentoring component. The Upper School tutoring program will be developed in Year 2. .

- **'Next Schools' Counseling (beginning SY 2018-2019)** - The WDS PCS 'next' school high school counseling program will provide structured support to our). 8th grade students as they prepare to enter high school (i.e., the 'next school). At this point in time, the plan is to hire a guidance counselor who will be able to see students regularly and assist each student in selecting the high school that is the right fit for him or her. Beginning 7th grade, the counselor will plan a trips to high school fairs. The counselor will also work with their families to help guide them through the independent and private school process, if this is their school of preference. Seniors or 8th graders will meet with the counselor on a regular basis to review course work and grades. The 'Next Schools' program will also track all WDS PCS students and provide assistance to alumni as needed. As we prepare these students to be successful in high school and college, it is vital that they develop and learn to apply study skill methods and to seek assistance independently when needed. A 'Study Skills 'class will be created to provide a structured environment in which students are equipped with effective study methods and test taking strategies.

- **Kids Homework Zone**

  A student who does not adequately complete homework on a consistent basis will be in danger of failing a course. As such, students who show a pattern of not completing homework will be required to attend homework center. This will offer students a structured environment in which they can complete their work and receive assistance. Whenever possible, staff will also work with parents to create an academically motivating environment in the home. Homework Zone will not be opened until operational year 2 with our 3rd grade class. Homework will not be regularly assigned to the Kindergarten level students.

- **Saturday Academy -** Saturday Academy will focus on supplemental support for both reading and math skills. For students struggling with reading, the program will continue to offer extended time to reinforce and build basic reading skills, with an emphasis on reading comprehension. For students with learning gaps in math, this program will serve as the primary means for offering academic support. During Saturday Academy students will receive two hours of supplemental instruction and support in reading and/or two hours of supplemental instruction and support in math. Students enrolled in Saturday Academy may also be required to attend tutoring during the week [This will be offered beginning in Year 2].

Curriculum examples or additional information that may be helpful to the Board in understanding the proposed Washington Day School PCS's curriculum may be found in Section J.

3. Student Performance

a. Gateway Measures:

Policies and Standards for Promoting or Graduating Students; Performance, Promotion, and Graduation Standards

Promotion Policies and Standards

At WDS PCS, students in grades 3rd -8th[28] must maintain and/or earn a C or 70% in all core content subject areas to be promoted. If a student fails to achieve a C or 70% in all classes they will not be promoted to the next grade. Grades are based on a combination of homework, tests, quizzes, projects/labs, essays and class participation and satisfactory participation in the "Intensives" and Expedition projects.. Students must also complete and pass end of semester final exams in order to be considered eligible for promotion to the next grade. A student who receives a C or 70% in their coursework, but requires additional academic support, may at the discretion of the Executive Director   (and/or Principal in Years 3 – 5) , be required to attend a summer school[29]. Information regarding the school's promotion and graduation policies will be provided to all parents in the school's *Student and Parent Handbook.*

The WDS PCS will issue report cards on a four times a year. The **grading scale for lower elementary school (K-3) will be as follows**:

EE = Exceeds Expectations/Excellent (Student exhibits mastery in that subject matter)
ME = Meets Expectations/Satisfactory (Student exhibits proficiency in that subject matter)
NI = Below Expectations/Needs Improvement (Student is working at basic level in that subject matter)
U = Does not Meet Expectation/Unsatisfactory (Student is working below basic in that subject matter)

The **grading scale for the intermediate grades (3-5) and** our **middle school/'upper students (6-8)** will move to a more traditional grading scale.

• Numerical Score	• Grade	• Means…
• 90-100	• A	• This student's work including tests and performances demonstrates complete understanding and mastery of the content and skills and student is able to apply the understanding or skill in novel contexts.
• 80-89	• B	• This student's work including tests and performances demonstrates complete understanding and mastery of the content and skills and student is able to apply the understanding or skill in multiple contexts.
• 70-79	• C	• This student's work demonstrates acceptable understanding of the content or skill but additional practice is necessary to achieve mastery.
• Below 69	• NR	• The student needs re-teaching of this content or skill because he or she has not yet developed understanding or mastery. •

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[28] Students in K-2nd grade must receive "ME" or Meets Expectations in all classes in order to be promoted to the next grade.

[29] Students who are experiencing difficulty with coursework during the school year will be required to attend the Learning Center as well as the UP Saturday Scholars Academy.

Assessments instruments that will be used to determine eligibility for promotion
Washington day has begun the task of identifying assessment instruments that will provide us with data on what constitutes progress towards mastery. For example, the reading inventories will provide our teachers with important information to determine whether a student (or group of students are reading at grade level. Teachers will then be able to use this data to formulate reading, math, etc. instructional strategies that will be appropriate for their individual levels. All of the instructional materials and assessments will be chosen for their alignment to the Common Core Standards. At this writing, we anticipate utilizing the assessment tools from Achievement Network, NWEA, DIBELS, DRA-2, and teacher developed BCRs, writing prompts, exit tickets, end-of unit, end-of-semester and final 'comprehensive' exams to provide us with important feedback on our students understanding and master of the concepts being taught. During the Planning Year (12-13) we will develop 'exit' or promotions standards at for each grade and subject area. Performance standards will also be established during the planning year to clearly indicate progress towards mastery of certain knowledge and skills.

If a student's IEP sets specific criteria or targets for promotion, the school will use these criteria; without such criteria specifically outlined on an IEP, the school will hold all students – including those in special education – to the same rigorous academic and behavioral standards – and promotion criteria.

Additionally, to be assured promotion to the next grade level, students must meet the following promotion criteria:
- The student had nine or fewer absences during the school year. Five tardies equals one absence for promotion decisions. Students who have extreme medical conditions or other extraordinary mitigating factors may be considered for promotion, but students will be required to make up all work when they are absent to be eligible for promotion. Students with 7 absences will only be promoted if their other academic and behavior results are strong. Students who miss more than 10 days in a school year will not be promoted to the next grade unless the child has had a sustained, medically-documented issue; in these cases, if the school deems that the child has missed too much instruction and is too far behind (even with a medically-documented reason), the child will not be promoted.
- The student did not have a year-end grade of F (69 or below) in reading, writing, math, science, or history class (grades 3-8 only).Students who fail one class and who have other indicators (attendance, homework, test scores) that are not robust may not be promoted. Students who fail two or more core classes will not be promoted.
- The student's DRA or NWEA reading level meets grade level minimums. (see above)

b. Leading Indicators

Re enrollment and Retention Process for Students and Families

WDS PCS will aggressively and formally begin our reenrollment and retention process in January and February of each year. The main focus of our re-enrollment is to 'market' our school internally to re-recruit our families back for another year. WSD has identified the following strategies (used by other high performing schools) to assist us with re-enrolling our families for another year:

- **Re-Enrollment Packets**—Re-enrollment packet will be developed and distributed beginning in either January or February. . The packet is intended to 'sells our parents' on why they should continue their enrollment at WSD. The packet will contain. a special printed newsletter that provides a state-of-the-school report, exciting news about the next school year and stories of students 'successes' at the school. Packets will be distributed to parents by teachers and/or placed in our students backpacks as part of our 'Back Pack Express' program each week...

- **Letter to Parents/Alert Now Robo Call to All Parents**—A letter from the Head of School and Board of Directors will also be sent out as a follow-up to the above packets. The letter will also provide a rationale for re-enrollment in a creative and interesting way. The letter is intended to create some urgency and excitement about WDS PCS as well as shares some stories about students, faculty, parents and programs. The school will also use the Alert Now system to send regular (i.e., weekly) notices to parents (about re-enrollment) both electronically and via their cellphone.
- **On-Line Re-enrollment Forms**—The school will embed a form online on the WDS PCS website to allow for online re-enrollment by parents. For parents without internet access, we will also make available pre-printed re-enrollment form.
- **Meetings**—Some families reach out to current families that are "on the fence" regarding their re-enrollment decision by meeting with them or contacting them by phone. Your personal contact can be used to probe their satisfaction with your school as well as to deal with any issues that the parent has regarding continued enrollment.
- **Calls**—In most cases, parents receive calls from a person at the school to either convey bad news about their child, to ask for money, or to ask them to volunteer. WDS PCS will use the re-enrollment period to call our parents (using faculty, other current parents and parent members of the Board of Directors) not only to encourage them to re-enroll, but to formally serve our parents satisfaction with WDS PCS and to obtain their recommendations for improving the school's academic and non-academic program.?
- **Thank-you Note/WDS PCS T-shirt**—Following the completion of the re-enrollment process, WDS PCS will send a personalized, note to all of our returning parents. . The thank-you note will be from the Chair of the Board of Directors and/or Head of School, letting parents know how important they are as a member of the WDS PCS 'family.'
- .**Gift**—As an additional way to say thank-you to parents and families, WDS PCS will give or send each parent and student a personal school-branded gift. Some ideas for this gift are a t-shirt, coffee mug, or refrigerator magnet with next year's WDS PCS calendar on it.

The recruitment of new students to WDS PCS will be an ongoing process. Open enrollment efforts for Year 1 (SY 13-14) will begin in November 2012 and continue through August 2013.

4. Support for Learning

a. Parent Involvement

Building family-school partnerships at The WDS PCS will start early. At WDS PCS, we recognize that families and the school must work in concert to support student learning and academic growth—and most importantly-family engagement and involvement. Integral to all school recruitment efforts (beginning in November of 2012) will be information sessions (e.g. Chat n Chews) around our school mission, our '**Being Excellent** 'values/character development program, and the proposed curriculum. After the lottery, further informational sessions will cover vital information in the parent handbook and address questions and comments. Each family at the school will receive a home visit from their student's advisor in the summer or fall. The most fruitful partnerships between families and the school rest in our ability to collectively monitor and support student's academic performance and personal growth. Academic performance will be communicated to families on a weekly basis, using progress reports generated by Microsoft Access. Each student's advisor will communicate with his or her family on a bi-monthly basis to discuss more qualitative aspects of the student's week: observations made by faculty members, significant academic hurdles, or relevant events at home. Families and students will be provided with e-mail addresses and work phone numbers for faculty members. Faculty and families together will consistently explore the question of how they can support student academic and personal growth. Twice each semester, The WDS PCS will host 'Parent Saturdays.' These will happen after scheduled Saturday Scholar Academy classes, and will provide an opportunity for faculty and parents to examine issues pertinent to the students, discuss larger issues pertinent to the WDS PCS community, and/or interact more informally over lunch or activities.

Parents will complete a survey and meeting with the WDS PCS Social Worker shortly after their child matriculates to The WDS PCS. These surveys and interviews will be used to collect data about parent expectations for their child at the school, and observations of previous schools. Written surveys will be administered annually to collect information on parent satisfaction. The results of the parent survey will be included each year in the school's Annual Report and parent newsletter. Furthermore, a Parent Advisory Council will meet monthly to discuss concerns around programmatic issues with the HOS and the Dean of Academics.

Describe how school leaders will work with families so they have the information and training g need to better support and become more involved in the learning process

A primary goal of the school will be to ensure all parents are well-informed of the progress (or 'struggles"), their child is making at WDS PCS. Ensuring at every WDS PCS parent is fully aware and knowledgeable of their child's progress will be a primary focus of school leaders. We will use the following methods to communicate with families on their children's performance:

- *Progress Reports*: At the mid-point of every quarter, the school will issue a progress report for each student. Teachers will make follow-up calls to the families of any student who is at risk of earning below a 70 percent in a given class. In the instance of students in grades K-2 a receipt of a 'NI' (Needs Improvement) or below will necessarily trigger a call to the parent or guardian.
- *Weekly Behavior Reports*: On Friday, students will receive a report that summarizes their attendance, homework completion, any behavioral infractions, progress toward fulfilling their community service requirements, and current grades. Each student's teacher (and in some instances the school's Social Worker, Special Education Coordinator, etc.) will write comments on this report and students will complete a reflection (beginning with grade 3) and have their parents sign the report. The information will be sent to parents electronically, on the Parent Portal, and with the students.
- *Parent-Teacher Meeting (as needed or quarterly):* Parent-teacher conferences will be held as needed (meeting) and/or at the end of each academic quarter (conferences). Parents will be required to attend these meetings.
- *Parent Saturday Discussion Roundtables & **Parent Saturdays***' [30] These will happen after scheduled Saturday classes or scheduled recreation activities , and will provide an opportunity for school leaders, faculty and parents to examine issues pertinent to our students, discuss larger issues pertinent to the WDS PCS community, and/or interact more informally over lunch or activities.
- *'Donuts for Dads' and 'High Tea for Moms'*- Twice each semester, the administration (along with members of the Instructional Leadership Team, as well as a member of the Board of Directors) will host a '**Donuts for Dads'** and '**High Tea for Moms'** to continue discussion with our parents and ensure that we have maximum engagement, involvement, participation and satisfaction with WDC.
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[30] In addition, the school's **Parent and Family Council** , which will be co-chaired by the Head of School and/or a designee and a parent, and will also provide a forum for parents to discuss issue of import to families of middle school students, attend parent education and/or other training sessions. In addition, the school will regularly offer written information and an informal 'talking space' for parents in the school's **Parent Center** (space permitting).

- *Report Cards*: We will issue report cards based on our academic standards at the end of each semester. Report cards list information on the student's attendance, behavior, academic effort, homework completion, recent assessment scores, and up-to-date grades for each subject. [31].

b. Community Participation

Describe the relationships the school intends to build with community agencies/partners that serve students who attend our school.

The WDS PCS founding board believes that it is essential that the school leadership and faculty have strong relationships with community agencies and organizations that are rooted in the community in which we will serve. WDS PCS founders have begun to establish relationships (or formalize in some instances) and work with the following organizations:

- TheARC
- The Washington Ballet
- Jan's Tutoring House
- Children's Law Center
- Boy Scouts of America (Washington, DC)
- Girl Scouts of America (Washington, DC)
- Girl's and Boy 'Club (Ward 8)
- Shiloh Baptist Church (Ward 1
- Turkey Thicket Recreation Center (Ward 5)
- Anacostia Smithsonian
- Grandparent Information Center (for grandparents who have guardianship of thier minor grandchildren).

Additionally, we have begun discussions established a relationship with American University's Math for America Program, Wheelock University (early childhood and elementary education teacher training program , Harvard University Graduate School of Education, Howard University School of Education and Delaware State's program to educate and certify/license African American male educators to work in urban school districts. We will continue exploring ways to develop an active pipeline of prepared, competent urban educators for our school with these universities

Other community partners include:

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[31] WDS PCS will always keep parents advised of their child's academic progress toward promotion on a consistent basis. Parents will receive both verbal and written communication concerning the progress of their child throughout the school year, including weekly behavioral, academic, and homework progress reports. In the midpoint of each quarter, parents receive formal written progress reports from each of their child's teachers. These progress reports contain qualitative and quantitative data for each class, in addition to the student's current cumulative grades. At the end of each semester, there is a formal parent conference/report card night where teachers and parents meet to discuss their student's progress as well as to pick UP their student's report card. We want to be sure parents are fully aware of their child's academic status at all times and that teachers have very specific and intentional times to meet with parents, so we will not mail report cards home, nor send them home with students. All parents are required to come to school to pick up their child's report card. Parents will receive phone calls from the student's teacher or r the school Social Worker on a biweekly basis. Additionally, we track daily attendance closely and communicate promptly and directly with families to minimize the impact of absence on any child's academic progress. (See also Section 3. d. Leading Indicators on the WDS PCS attendance policies

Allen AME Baptist Church (Ward 8)
Shiloh Baptist Church
Pilgrim Covenant Congregational Church (Ward 4)
Howard University, School of Education
The National Black College Alliance
City Year
Covenant House
Smithsonian Anacostia
Delta Sigma Theta (Greater Washington Chapter)
Concerned Black Men of Washington DC
For the Love of Children
Beacon House
Greater DC Cares
Horton's Kids (for Ward 8 only)
Experience Corps
World Affairs Council

c. School Organization and Culture

The following represents those elements, practices and constructs that we see as essential 'guidepost' to supporting successful student learning and promoting responsible and responsive citizenship at Washington Day School PCS. Necessarily as we mature as an organization and school, we will continually revisit our school organization constructs and culture to ensure that our school has organizational and academic viability.

Additionally, the school is firmly committed to the concept of the school as a 'learning community' for the students, faculty and staff. (See below for a more detailed discussion of Washington Day School as a 'learning community').

School Culture and Climate
Our culture is guided by our mission; we want to instill in our young student's the requisite and appropriate behaviors and values that will equip them academically and social-emotionally to succeed in high school, college and beyond. We will instill our 'Being Excellent' culture consistent application of consequences for all negative choices and our public praise for positive behaviors.   The 'Being Excellent' non-negotiable will be taught in class and posted on hallway and classroom walls. We strive to create the safe and orderly, warm and strict culture that is the precondition for learning. Through modeling and structures, we also strive to create a strong culture of reflection and goal setting for both scholars and adults. We develop critical thinking in our students by continually working as adults to model that behavior. We aim to purposefully create a culture of self-determination that values hard work to reach personal goals.

All new WDS PCS faculty and staff will be given pre-service professional development (during the August Teacher Orientation Institute) much of which will be focused on institutionalizing school culture. Parents will also be 'trained' on and in the WDS PCS "Being Excellent" culture in greater detail during

parent orientation and by asking parents to sign a "Contract of Mutual Responsibility." Students will receive extensive (though age appropriate) orientation to our school culture at the start of the year.

Classroom Organization

The vast majority of our instruction is designed around self-contained classes. In kindergarten through fourth grade, there will be one homeroom teacher and one Teaching Associate per class, and in fifth through eighth grade there will be two homeroom teachers: one teaching math and science and one teaching English language arts and social studies. WDC students will move as a group to their 'specials' classes daily.

Under the guidance of the Dean of Academics, Instruction and Assessment, all teachers will be provided a 'environmental' checklist detailing how a classroom should be equipped and organized. The Common Core State Standards, rubrics, student work, and the 'blackboard configuration' (i.e., the Aim, Do Now, Guided/Independent Practice, etc.) will be prominently displayed in all classrooms.

All students are expected to respectful to their peer and all staff-- and greet their teacher at the beginning of each day. The WDC Code of Conduct will provide additional details regarding school climate, and will be distributed to all parents at the beginning of each academic school year.

Course Structure and Student Grouping

At WDS PCS we expect that our students will possess a wide range of needs, which is why we have built our school model around a belief in and commitment to providing individualized support for all our students. All classes will be heterogeneous by ability, with a teacher student ratio not to exceed 20:1.. Each grade level team is supported by an Teaching Associate, who will spends the year learning to be an effective teacher through close mentoring, observation, practice, and feedback, while also providing instructional support to teachers and students in the grade. Additionally, special education teachers and an instructional coach will be available to teachers to assist them with classroom instructional and management.

School Structure: The 'Academies' at Washington Day School

In order to best meet the needs of kindergarten and adolescent learners, WDC 's combined elementary through middle school will have three (3) 'Academies', each representing three performance levels**.** The **Primary Elementary Academy (K through 2nd grade), Intermediate Elementary Academy** (grades 3 through 5 and **Middle School/Upper Academy** (grades 6 through 8),
This structure accomplishes several objectives:

- *Primary Elementary Academy* is a three year experience, allowing the faculty to focus on the student's transition from daycare/Pre School (and other early child hood academic experiences) to the academic and behavioral structures and the 'beginning' demands of WDS PCS's primary-level program. A major part of the work in Primary Academy is to introduce students (and their parents) to the way in which WDS PCS Primary Academy operates and what is expected of students. To this end students spend significant time in exploring the meaning of WDS PCS's 'Being Excellent' values and learning how to meet the learning standards set by the school.
- *Intermediate Elementary and Middle/Upper Academy* are both three years (and similar in philosophy to the Primary Academy) but with a recognition that students are transitioning from 'learning to read' to a 'reading to learn' modality and more rigorous and challenging subject

matter requirements. Similarly, specialized programs are created to make for a seamless transition between the academies for students and parents.

- To progress from one Academy to the next, students must fulfill a set of portfolio requirements in the curricular areas of mathematics, science, humanities, languages and the arts, as well as community service, personal reflections and goals for their future. At the end of each academy students will do a Showcase or "**Capstone**" presentation to their teachers, their parents, peers and community members. Students will work closely with their teachers, to ensure that they are prepared for their presentations and have completed their portfolio items and requirements. Please note that the Showcase and Capstone requirements will be grade/age and developmentally appropriate.

School Leadership (See also Section C for a more detailed discussion on school leadership and operations)

In identifying the best school leadership structure to support student learning and promote responsible citizenship, the founding group sought to create a structure with clear accountability, clear division of responsibilities, and one that capitalizes on the expertise of the proposed Head of School (HOS) and the Chief Operating Officer (COO). Under that structure, the Board of Directors will appoint the HOS and COO to manage operations and academic affairs. The HOS will have primary responsibility for ensuring that all WDS PCS students are learning, that all teachers are supported in their instructional practice, that a robust system of assessment and evaluation(s) are in place and that the character education program is being implanted with fidelity across all grade levels.

As the WDS PCS school leaders responsible for the academic and operational success of the school, school leaders carry out the following responsibilities:

Responsibility	Staff Responsible
Ensuring the academic success the school	HOS
Ensuring the organizational viability of the school	COO
Ensuring compliance of school with all relevant laws and regulations	COO
Parent and Community Relation(to include Parent/Family Council)	HOS
Facility acquisition and development	COO
Staff recruitment	HOS
Hiring and firing	HOS.
Faculty identification, development, and evaluation	HOS
Operational staff and vendor identification and development	COO
Setting employee compensation policies and ensuring consistent compliance	COO, HOS
Professional development for staff and school-based operational leaders , administrative staff, director and deans	HOS
Identifying opportunities to maximize efficiency through contracts, procurement	COO
Professional development and coaching for all academic staff; Convene instructional leadership team	HOS

Student Advocacy (Mentoring Programs)

The goal of the WDS PCS Mentoring and Student Advocacy Initiative is to foster a 'meaningful relationship between mentors and mentees, promote and maintain a positive attitude towards school among the student participants". As part of our effort to meet these goals, WDS PCS will seek to pair our students with area professionals and older students (i.e., high school seniors and college students) who can offer support, advice and guidance on a regular basis to young children and adolescents. This linkage will be formalized our monthly recognition of Mentors during assemblies and during class time. Mentors will also be required to meet with parents during regularly scheduled Parent/Family Council meetings. Mentors will be required to maintain weekly phone and/or email contact with their mentee—and schedule a minimum of one outing per month with the student and/or student and their family. All mentors will be thoroughly screened and will undergo background checks before they will be assigned a student-mentee. The founding group has entered into discussion with the City Year, Big Brother and Sisters, Omega Psi Phi, and Delta Sigma Theta organizations to discuss our plans for a mentoring program and to determine their interest and availability.

Washington Day School as a 'Learning Community'

Creating and 'growing' our school as a 'learning community' and creating a 'community of learners' is at the very core of Washington Day School mission and educational philosophy. Schools who are committed to having staff, parents students working collaboratively as 'learners' –is the foundation of high performing schools and the catalyst for supporting effective teaching and student achievement.

Clearly there is no one type of learning community, there are many. But nearly all have two things in common. One is *shared knowledge and other is shared knowing.* By organizing the shared courses around a theme or single large subject, learning communities seek to construct a coherent educational experience that is not just an unconnected array of courses, say in reading, history or mathematics. In this way, students will come to share, as a community of learners, a body of knowledge that is itself connected. The other is *shared knowing.* By being in classes together, students not only share a body of knowledge, they also share the experience of trying to know or learn the material of the shared courses. Indeed, our teachers will actively promote shared knowing by employing interdisciplinary, collaborative or cooperative pedagogies within and between the linked subject areas. These pedagogies will require students to take an active role in the construction of knowledge and do so in ways which require them to learn together as connected learners. Typically students will be asked to work together in groups so that the work of the group cannot be accomplished without each and every member of the group doing her or his part.

d. Extracurricular Activities

The following activities are a small sample of the types of extra-curricular offering that we are interested in providing for our students beginning in Year 1. All proposed extracurricular activities are subject to change according to demand and interests

Suzuki Music Program
At WDS PCS we will offer a Suzuki violin and cello program for students aged 5 and above. The Suzuki Programme is in addition to the music lessons offered as part of the International Baccalaureate (IB) Primary Years Programme. The violin or cello will be provided by the school at no cost. The Suzuki method is based on the educational philosophy developed in Japan by Dr. Shinichi Suzuki. In this

method, children learn a musical instrument in the same way as they learn their mother tongue - through the creation of a supportive environment. When a child learns to speak, the following factors are at work: Listening, Memory, Motivation, Vocabulary, Repetition, Parental Involvement, Imitation, Encouragement, Step-by-step mastery, Love.

Suzuki at Washington Day will be more than music[32]. We have observed (at other schools) that participation in this type program has had an impact on the students as members of working groups. They learn to listen to one another carefully in their Suzuki groups and this transfers into the classroom. They see excellence resulting from work and practice. In addition to the skills the children acquire in Suzuki, we can also anticipate a number of personal qualities and attitudes which will develop through the experience, including co-operation, creativity, respect and confidence, which are attitudes of the IB Primary Years Programme. Our expectation is that participation in the Suzuki program has had a positive influence on the way the students approach their learning

Sports/
Washington Day School will develop and organize a number of intramural and co-education sports groups/teams beginning in year 1 (e.g., T-ball and/or baseball, soccer, double-dutch jump rope, step¸ walking). Intramural and formal sports teams will practice and compete after school under the direction of physical education teacher. Students must be 'passing' all classes (and demonstrate 'Being Excellent' behavior at all times) in order to participate in WDS PCS sponsored team sports. If a student's grade level decreases or they commit an extreme violation against the code of conduct they will be denied eligibility to play or participate on a WDS PCS team. As the school expands we will plan a larger sports-athletic program.

Clubs

WDS PCS will sponsor a limited number of clubs through which students can explore areas of interest and gain leadership skills outside the classroom (in Year 1). Clubs will be coordinated by the Before and After School Coordinator (a contract position in Years 1 and 2), but may be initiated by students, parents, faculty/staff, or external organizations. While our clubs may vary from year to year, we will have consistent established clubs that are important to our student's development.

e. Safety, Order, and School Discipline

Philosophy on Student Behavior
Washington Day School PCS is committed to providing a safe , orderly, anti-bullying and drug free environment in which students can maximize their academic achievement and –just feel that they are in a safe and secure environment. Students whose behavior does not meet the WDS PCS's *Code of Conduct* standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. Teachers, other staff, students and families have a right to attend (and work at) a safe and orderly school. Therefore, for every infraction, there will be a consequence. While this philosophy of student behavior is

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[32] Research has shown that successful music and art programs encourage parent involvement and promote student engagement at tasks. Parental support will be an important part of the learning process in the Suzuki Programme. Parents will be strongly encouraged to attend lessons regularly to enable students to continue the learning at home, acting as the home teacher and supporting their child in establishing a good practice routine. Regular practice will enable the student to make the most out of their lessons; developing more rapidly, increasing motivation and enthusiasm. Parents will also be encouraged to ensure the Suzuki CD is played every day.

consistent throughout the school, there will be slight differences between the elementary (i.e.., K-5) and middle school systems, based on developmental differences.

Primary through Intermediate Elementary Academy Discipline Plan: While we will take all proactive steps possible to prevent misbehaviors by clearly teaching school expectations, we will also teach our expectations by responding to negative choices with immediate consequences. For minor infractions of our community expectations, teachers will enforce their own classroom consequences, which will be explained to parents during open house and also in writing. These classroom consequences can include loss of privileges, including, but not limited to sitting silently or away from their peers during class or during snack time; recess, 'specials', or lunch detention; performing extra service for the school, either during, or outside of school hours; and missing school events, trips, or activities. If a child continues to make inappropriate choices after receiving classroom consequences, he or she will receive **a Community Violation.** Students who commit a serious infraction of our 'Being Excellent" values will also receive an immediate Community Violation. The student will then need to remove him or herself from the rest of the community (usually to a "time out" desk in the classroom or to the office) and complete the reflection section on the back of the Community Violation form. The child will meet with the teacher either at that point or later in the day to reflect upon the bad choice and alternatives choices that he or she could have made. A parent will need to sign the Community Violation sheet that night and return it with the scholar the next day. The consequences for community violations will differ from primary to upper elementary school, and consequences are printed on the violation forms. Serious infractions that merit an immediate Community Violation include, but are not limited to: disrespect of an adult or fellow student, leaving class without permission, inappropriate language, disrespect of school property or materials, unsafe behavior, and disruption of class.

Middle school/Upper Academy Discipline Plan: Beginning in 6th grade, a demerit system will be used in order to help teachers enforce the school's rules and expectations as consistently as possible.   A demerit is issued when a student has broken a school rule.   When a student has accumulated 4 demerits within a week, that student will be assigned to detention. Minor infractions for which students may receive demerits include the following: arriving late to school or class, speaking out of turn, inappropriate physical contact, not following directions, and inappropriate hallway conduct.

Disrespect and disruption of class are considered major infractions, and will result in the issuance of an automatic detention, to be served on the same day in which it is issued. When students are issued automatic detentions, whether the student is sent from class or not, teachers should fill out a brief referral form on the incident. These referral forms will be used for record-keeping purposes, and also as a reference for deans in calling parents to schedule detentions. The school Social Worker will check frequently in order to ensure that detention calls are made as promptly as possible. Families are notified at orientation that the school needs one telephone number (or email contact) at which they can be contacted directly or at which a message can be left, when their child is required to serve detention. If for whatever reason, a child has not served a detention by the end of the day following the day on which it was earned, that child will generally be required to serve an "out-of-school suspension" on the following day (the 3rd day after which the detention was earned).

Suspensions and expulsions: If a student commits one of the infractions listed below, the student may receive an in- or out-of-school suspension. Before the student is returned to class, the student, his or her parent or guardian, must meet with their homeroom teacher, Head of School and/or other designated staff. Suspendable or expellable infractions include but are not limited to:

- Gross disrespect of a fellow student, staff member, or school property, including a sustained tantrum
- Using or possessing over-the-counter medication inappropriately
- Using or possessing tobacco products
- Damaging, destroying, or stealing personal or school property or attempting to do so
- Committing sexual, racial, or any form of harassment or intimidation
- Skipping school or class
- Using abusive, vulgar, or profane language or treatment
- Making verbal or physical threats

- Fighting, pushing, shoving, or unwanted physical contact
- Setting off false alarms or calling in groundless threats
- Gambling
- Departing, without permission, from class, building, or school-sponsored activity
- Repeated use of profanity
- Forgery of any sort, including parental signatures
- Cheating or plagiarism, or copying of anyone else's work
- Repeated and fundamental disregard of school policies and procedures

All suspension decisions will be made by the Head of School in Year 1 and 2.

Consistent with district regulations, students can be expelled for extreme behaviors that include, but are not limited to, possession of a weapon or any controlled substance and assault on school personnel. The procedure for such expulsions will be explained in detail in the *Student and Parent Handbook*.

Discipline Procedures for Students with Exceptional Needs or Limited English Proficiency

In addition to the above, the following procedures are applicable to students with disabilities   The WDS PCS will comply with all sections 300.519-300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

- WDS PCS will maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior, disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.
- A student for whom IEP includes a Behavior Intervention Plan (BIP) is disciplined in accordance with the BIP. If it is determined that the BIP is ineffective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter is immediately referred to the Special Education Coordinator, or a like position or team of individuals, for consideration of a modification to the BIP.
- If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will be immediately referred to the Special Education Coordinator or a like position or team of individuals, for reconsideration of the student's behavioral intervention plan and/or educational placement. In the event such student does not have a behavioral plan in place, a functional behavior assessment is conducted and one is developed. Such a student shall not be suspended for a total of more than 10 days during the school year without the convening of a Multi-Disciplinary Team (MDT) meeting prior to the eleventh day of suspension, because such suspensions may be considered to be a manifestation of the student's disability and/or a change in placement.

Provisions of Services During Removal (All students) Those students removed for a period fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions are made to permit a suspended student to make up assignments or tests missed as a result of such suspension.

Role of teachers, staff and school administrators in Monitoring Student Behavior

The WDS PCS safety, order and discipline policies will be implemented for all members of the school community starting the first day of school. Prior to the start of the school year (and 2 more times before the first six weeks of school) the role of administrators and staff will be to meet with all new parents to explain the WDS PCS *Code of Conduct*, and the WDS PCS 'Being Excellent' values behavioral philosophy and expectations. Teachers and staff will all be required to understand and be responsible for monitoring the implementation of the policies and expectations. All teachers and staff will and they will receive extensive training over the summer during new teacher orientation. During the first days and weeks of school, students will be taught explicitly what the core values look like in school, what behaviors will receive consequences, and what the consequences will be. Teachers and administrative staff will monitor all reports and review all incident date recorded in the school's Student Information System (SIS). Appropriate interventions(and rewards) will be meted out based on the analysis of the data received. We believe that students thrive when expectations are clear, and so we will all work to ensure that from the first day of school, we can provide that clarity and consistency.

Maintaining Communication with Parents

All students and parents will receive verbal and written notification of a detention, suspension (in-school and out-of-school) or expulsion. Parents will be notified the day before a student must serve a detention. Parents will be called by the school's Registrar or Social Worker if a student is to be suspended out of school as well as receive written notification of the suspension. Students and parents will receive written notification of detentions or suspensions served at the end of each quarter with their report card. Teachers and staff are required to communicate to parents of concerns or problems with classroom behavior.. A complete list of all 'actionable' violations and their consequences will be in the WDS PCS Student and Family Handbook and will be available in the National Prep handbook during parent orientation

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

At WDS PCS, we believe that without excellent teachers, we will not have excellent classrooms and students. We also believe that teaching is an art *and* a science. In fact, as Dr. Lorraine Monroe says, "it may be the greatest art because the medium is the human mind and spirit." The WDS PCS teacher and selection process will screen for beliefs and expectations that align with our mission and vision. Once a teacher or staff person is selected, we are committed to that person's professional growth and development. Staff will receive ongoing, job-embedded professional development to support their growth as professional educators. The following strategies will be extended to all staff:

- School Based Study of Skillful Teaching: Each week the school will hold an early release day (Wednesday or Friday) for professional development.   These sessions will be designed and led by t

We believe that strong performance management systems will help our teachers fully realize their potential for 'growing' 21st century learners and scholars. The performance management system will include the following components:

- Each teachers and staff member will go through a yearly goal setting meeting their direct supervisor. These goals will include student performance and individual development goals.
- Each staff member will have a one-on-one meeting with the Head of School and/or Dean of Academics, Instruction and Assessment and instructional coach every 1-2 weeks. These one-on-one meetings will provide feedback on progress towards goals, brainstorm interim steps, and provide an opportunity for the manager and staff member to develop a strong working relationship.
- Each teacher will receive a mid-year and end of the year review that provides feedback on his or her performance. The reviews will include student achievement and growth data from classroom assessments, interim exams, and standardized tests as well as data from observations and student/family surveys.
- In addition to the school-based professional development around teaching and learning, WDC will also provide professional development around skill and personal issues identified and suggested by teachers and staff Topics will include "how to have a difficult conversation with a parent " and "effective time management'.
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WDS PCS will have a regularly scheduled early release day for students (either every Wednesday or Friday) so that teachers can participate in weekly staff development to augment and expand instructional knowledge. [WDS PCS will provide a ''structured afterschool' program for parents who are unable pick up their child/student early and/or who are unable to arrange for alternative child care]. WDS PCS will also have all-day professional development sessions (see draft proposed calendar below in 4 .g. Support for Learning below)

WDC teachers will be observed at least twice a month by the WDC, Dean of Academics, Instruction and Assessment or the Head of School. As the school grows, observations will also be performed by the instructional coaches/specialists. Observations will be formative in nature and will inform individualized professional development plans for teachers. Teachers will also receive professional development through teacher training and leadership development programs offered by OSSE, FOCUS, including the annua*l Fall Forum* convened by the Coalition of Essential Schools that takes place in the October/November. Additionally thy will receive content and skill-specific in-service training programs that will take place throughout the year at WDC (or off-campus).

Teachers will receive formal performance evaluations at least twice yearly by either the Head of School, Dean of Academics, Instruction and Assessment (Years 1 through Yea 3) or other administrative leaders (beginning year 4). These evaluations will include pre- and post-conference meetings. These performance evaluations will center on student growth and achievement on a variety of measures (DIBELS, DRA-2, the statewide standardized assessment, teacher created assessments, etc.). The evaluations will also reflect the degree to which the teacher achieved his or her individual professional development goals

All WDS PCS professional development plans will align with the schools mission, vision, and academic goals/targets of the school.

g. Structure of the School Day and Year

School Day & Hours of Operation/ Sample School Schedule

The WDS PCS daily hours of operation will be from 7:30 am – 5:00 pm. The school day will be shorter for students in the lower grades (K-5) versus the upper grades (6-6 to reflect the physical abilities and development needs of the students. (See the sample schedule below).   The academic calendar will include at least 190 days of instruction for students (with more days given to teacher professional

development and conferences). Four instructional days each week will last from 7:30am until 5:00pm. There will, on one day (Wednesday or Friday) be a weekly early release day. On that day, the instructional day will end at 12:20 so that teachers can engage in weekly professional development sessions from 1:00 pm until 4:00 pm. We will also provide homework help and after-school tutoring for selected students from 4:00 until 5:00pm on the four full days of each week. For primary students, we will also provide after-school each day, including the half-days, until 6:00 pm (using the Champions program).). On the early release half day, WDC will provide structured activities planned and run by specials' teachers and the 4:30 until 6:00 portion of each day will be unstructured play time that will provide an exercise component and a creative play and study space.

The typical day for students in lower grades (K-5) might look like:

Time	Student Activity
7:30 – 8:00am	Arrival at school/Breakfast/Morning Work Time
8:00 – 8:30	Morning Circle/Morning Meeting/Calendar Math
8:35 – 10:30	Literacy (Humanities Block) – *Reading Street* and/ or *Kinder Corner* lesson; Literacy Centers; Writing
10:30 – 11:30.	Art/Music/PE
11:30-12:00pm	Lunch
12:00-12:45	Read Aloud or "Apps not Naps'/Rest Time
12:45 – 2:15	Math/Science Block – Everyday Math Lesson; Math Centers
2:15 – 2:45	Recess/Snack Break/World Language Exploration
2:45 – 3:30	World Language/Project Time/Choice Center Time
3:30 - 4:00	Afternoon Circle/Review of the Day/Additional Tutoring
4:00pm	Dismissal
4:15 to 4:55	Explorations: Music/Chorus, Team Sports, Dancing & Creative Movement, Library Time, Tutoring
4:55 +	2nd Dismissal

The typical day for students in Middle School/Upper Academy (6th through 8th grade) might look like:

Time	Student Activity
7:30 - 7:55am	Arrival at school/Breakfast/Morning Work Time
8:00 – 8:30am	*Morning Reflections and 'Being Excellent' discussions.* *(Thinking Skills):* Students work independently and cooperatively on math, reading, logic, and critical thinking skills through a variety of cross-curriculum problem-solving activities.
8:30am – 4:30pm	*(Core Academic Subjects):* Students engage in the standard curriculum areas of reading, writing, math, science, social studies, and world language. All WDC middle school students receive at least 90 minutes daily of instruction in reading/writing and 90 minutes of math. Grade levels are departmentalized. Additionally, Being Excellent and advisory classes are built into the schedule in order to teach character and provide students with the opportunity to build social skills. Middle school students will Students also have a daily 30-35-45 minute lunch period..
4:35 - 5:00pm	All 5th-8th graders will participate in a 'specials activities which includes physical education. They participate in such activities as football, volleyball, golf, cheerleading basketball, cross country and soccer. The actual days of the PE instruction vary by grade and schedule. Other 'specials' offerings during this block include drama, dance team, band, choir, school newspaper, spoken word and service projects. This is

	required of all students in the Middle School/Upper Academy.
After 5:00pm	*(Homework / Extra Tutoring)* Students may stay after school to receive homework help and/or extra tutoring. Tutoring will be mandatory for identified students.

School Calendar (Proposed Sample)

As with the school day, the school year is organized to maximize student time on task---but also acknowledges that the school day must also provide other activities to support the growth and development of our students (i.e., recreational, sensorimotor, athletic, etc.).

WDS PCS will be in session for students 190 days per academic school year . The school will attempt to align the school year and days with the DCPS calendar to minimize disruption for parents with children in both public and public charter schools.

The sample student schedules above and the calendar below both provide illustrate the WDS PCS proposed 1) number of days the school will be in operation, 2) how the school day and year will be organized for instruction[33], 3) how the school will be organized for assessment, 4) how the school will be organized for tutoring or independent study, and 5) how the school will be organized for professional development or teaches and staff. The calendar will be revisited and revised annually as needed. The final version of the WDS PCS school calendar will be submitted to the authorizer as required.

WDS PCS Preparatory Public Charter School Calendar[34] 2013-2014
(To include proposed assessment calendar, professional development for teachers and staff, parent teacher conferences and Saturday Academy)

Month	DATE	ACTIVITY
2013		
July/August		
	2013	**Teacher Summer Institute/New Teacher Orientation**
		New Parent Orientation
		First Day of School
September		
'Being Excellent' Kick Off Month	**2013**	**No School - Labor Day**
		Back-to-School Night/Parent-Teacher Conference
		Saturday Scholars Academy (2nd Orientation and information session for new students and Parents)
October		
"Near and Far": Exploring Cultures of the World	**October 2013**	**Interim Assessment**
		No School – Columbus Day
		All-Day Teacher/Staff Professional Development
		Saturday Scholars Academy Parents Cafe
November		
	November, 2013	**Saturday Scholars Academy**

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[33][33] The proposed Central Themes for SY 2013-2014 by grade are as follows –Kindergarten – Ourselves, Our Families; Grades 1 and 2- Our Community /Our World

[34] The school calendar presented is will be adjusted and take its final form by August 2013. The parent teacher conferences listed below indicate are required following the end of a marking period. Parents and teachers will be encouraged (and in some instances) to meet on a more frequent basis.

:"Celebrating Our Families"		No School – Veteran's Day
		Interim Assessment
		No School - Thanksgiving
		All-Day Teacher/Staff Professional Development
		Parent Conferences
December		
Celebrating Our Communities	**December 2013**	Parent-Teacher Conferences (Mid Semester Review)
		Scholars End of Semester Recognition Assembly & Celebration
		No School –Winter Vacation
2014		
January		
	January 2014	No School – Winter Vacation (cont'd)
		All-Day Teacher/Staff Professional Development
Celebrating and Honoring MLK, Jr.		Interim Assessment
		End of 1st Semester
		Saturday Scholars Academy
		All-Day Professional Development/Report Cards Issued
		No School – Rev. Dr. Martin Luther King Jr. Day
February		
African American History Month All Nation's Flag Month	**February 2014**	Saturday Scholars Academy
		Interim Assessment
		No School- Midwinter Recess
		All Day Teacher/Staff Professional Development
March		
The People & Cultures of the Mexico, Central and Latin America	**March 2014**	Saturday Scholars Academy
		Interim Assessment DCCAS Prep 'Mock' Exam (Mathematics, Sensorimotor)
		Interim Assessments (Reading, Writng))
		Parent-Teacher Conferences (2nd Mid Semester Review)
		Assessments (NWEA and/or Stanford 10)
		No School – Good Friday
April		
Celebrating the Earth & Environment	**April 2014**	Interim Assessment
		No School – Spring Break
		Saturday Scholars Academy
May		
The Peoples and Cultures Israel & the Middle East	**May 2014**	Student Showcase/Portfolio Review [DCCAS (SY 2014 to be determined by DCPS scheduled administration) not scheduled f K-2
		Earth Day Celebration
		Interim Assessment
June		
	June 2014	**Parent Conference**
Exploring Washington, DC		Saturday Scholar Academy End of Year Assessment
		Last day of School – Family Barbeque & Festival
		All-Day End of Year Teacher/Staff PD Review & Evaluation/Report Cards Issued
July		

	July	Summer Academy (beginning in Year 3)
		190 Total Instructional Days for Students
		6 All-day Professional Development Days for Teachers and Staff; 3hour PD/In-service Every Wednesday

h. Technology Plan

Applicable to Virtual School Applcants only.

Section B. Business Plan

1. **Planning and Establishment**
   a. Profile of the Founding Group

Describe the composition of the individuals or entity that is applying for the charter including (1) brief resumes of the individuals

The members of the WDS School Public Charter School (WDS) Founding Board of Directors are uniquely qualified to understand and replicate the best practices of high performing and comprehensive elementary/middle schools in the United States. The commitment of the members to the students and families of Washington, DC is the 'glue' that has bound the members to one another, the school's mission and the vision of the Lead Founders. As the attached statements of qualification/commitment and resumes reveal (see Appendix G), their deep personal and professional experiences as teachers, school leaders, college professors, activists, real estate professionals, special educators, psychologists, policy makers and parents—have shaped and given 'life' to the school's design. The varied life experiences of the group has also provided the creative and collaborative energies needed to understand the complex problems/issues embedded and incumbent with the '**imagining'** and **'growing'** of an elementary and middle school. This will help students develop the requisite 21st century skills to succeed in college and in the global economy.

Members of the founding group assembled and began meeting by phone and emails to discuss the governance, management, fundraising, political, parent/community outreach and start-up and growth plans required to successfully propose WDS. The meetings are also used to leverage the group's considerable knowledge of the Washington, DC community to meet with key community leaders in the targeted wards. As one of the Lead Founders, Regina Rodriguez has coordinated the work of the group.

The board members understand that local understanding and being mindful of citizen/resident homage to the 'native' Washingtonian' experience and input---- is essential to designing and rolling out a successful school. If the charter is granted, the founders will make every effort to ensure that there is not only a regular but a formal mechanism for community input into decision making at the school. By design (but not required by law) the school will have community members as part of the National Advisory Group to assist us in continuing to think through all of the issues involved in planning , start-up and implementation of a comprehensive public charter school.

(1)Biographical sketches[35] of the WDS Founding Group Board of Directors and National Advisory Group

Christina Bosch, Founding Board of Directors

A native Washingtonian, Ms. Bosch is currently a special education teacher at Washington Latin Public Charter School. She earned her Master's at American University and has a proven track record of moving students into high achieving categories. She currently resides in Washington, DC.

Matthew Brandon, Founding Board of Directors

Mr. Brandon has 7 years of experience as a successful teacher in high needs schools. He has been responsible for instruction for a variety of children, with and without special and ELL needs. His Master's in Teaching is from Boston College and he currently resides in Washington, DC.

Terry Bunton, Lead Founder, Founding Board of Directors

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[35] The full and most current resumes of all WDS Founding Board of Directors can be found in Appendix G.

Mr. Bunton is a former teacher, Dean of Students, Principal and School Director. Currently, he oversees assessment and evaluation data for one of the largest public charter schools in DC. He has extensive experience in grant writing, OSSE and PCSB compliance and managing the day-to-day operations of public schools. Mr. Bunton has a Master's Degree in Teaching and in Administration, both received from Trinity University in Washington. Before teaching, he had a successful career in sales. He currently resides in Washington, DC's waterfront area.

Gregory W. Dennis, Esquire, Founding Board of Directors

Mr. Dennis a former educator and is currently an attorney. His experience serving low-income clients and the Pan-Asian community make him a valuable asset to WDS. He holds a Bachelor's degree from Emory University and a J.D. from The Ohio State University of Law. He currently resides in Bethesda, MD.

Tanya R. Lander, EdM, Founding Board of Directors

Mrs. Lander has been employed in the DC Public School system for twenty-five years as a certified school psychologist. Mrs. Lander is also in certified elementary education teacher for grades pre-K-6th, certified as K-12 in special education and as a bilingual special educator. Mrs. Lander was a high school teacher in New Jersey prior to coming to Washington, D.C. Mrs. Lander holds a Bachelor of Arts in Education from Boston University with a concentration in Special Education (K-8 and 9-12), and a Master's in Education in School Psychology from Howard University. She is currently completing her doctoral studies in Education Administration at Howard University .Mrs. Lander was a founding board member of **a National Collegiate Public** charter high school in Washington, DC and provided guidance for the development of its academic support/special education services policies and programming. Mrs. Lander is a parent and a resident of Washington, D.C.

Regina Rodriguez-Mitchell, Lead Founder, Founding Board of Directors

Regina Rodriguez is a veteran educator, researcher, teacher and advocate for the rights of children and their families to receive equitable and quality educational resources and opportunities. Rodriguez served as the Assistant Headmaster and Director of Operations and Student Affairs at New Mission High School in Boston, MA. In this capacity, Dr. Rodriguez oversaw the academic, administrative, and budgetary functions of the school. She participated in guiding the development of the school improvement planning, curriculum development, teacher hiring, evaluation and professional development.

Regina Rodriguez also has over ten years' experience as a middle and high school teacher in New York, Boston and Washington, D.C. She is certified as an Assistant Principal/Principal for grades K-12 and Superintendent by the Commonwealth of Massachusetts Department of Education. Regina Rodriguez served as Interim Director and Sr. Research Fellow at The Massachusetts Institute of Technology's (MIT) Department of Urban Studies and Planning's Community Fellows Program. This program recruits scholars-of-color as part of a mid-career program to conduct research on local and regional education and urban planning issues. She was also Associate Professor of Education and Director of the University of Massachusetts Boston's research institute , the William Monroe Trotter Institute for the Study of Black Studies. She was also recipient of the Institute for Educational Leadership National Policy Fellowship to the U.S. Department of Education. Regina Rodriguez is the Co-Founder and former Head of Schools of National Collegiate Preparatory Public Charter High School in the District of Columbia. Dr. Rodriguez holds[degrees from Hofstra and Harvard University. a B.A. in Political Science from Hofstra University and an Ed.M and Ed.D in Educational Administration, Planning and Social Policy from Harvard University Graduate School of Education. Regina Rodriguez is a parent and a resident of Washington, D.C.

Wayne Williams, Jr., Founding Board of Directors

Mr. Williams is a founding member of DC Prep Public Charter School and also served as Vice President of its Board of Directors. Mr. Williams is alumnus of St. Albans, as well as a former member of the faculty and was on the faculty of the St. Albans School. Mr. Williams, a licensed broker in the District of Columbia and Maryland, will lead the school facility acquisition efforts.   Mr. Williams received a BA from Bucknell University and a Masters in Arts in Liberal Studies from Dartmouth College and a Masters. A native Washington, he is currently a resident of Bethesda, Maryland.

National Advisory Group

The National Advisory Group members possess formidable educational, substantial organizational developmental skills, and a demonstrated commitment to the school's vision of providing a rigorous, IB-international minded, early college, 'no-excuses' educational model . The national advisory group will specifically provide support to the Board of Directors and HOS to 'think through' the many academic, non-academic, finance and governance issues facing small start-up charter schools. The National Advisory Group will meet quarterly, and provided guidance and leadership/governance 'coaching' for the Board and HOS during the planning and start year. The annual meeting of the Board of Directors and National Advisory Group will be held in September of each year.

The WDS Advisory Group was formed in response to a need for experts in the field of educational policy, child development, multicultural education, small school development practice experts to advise and provide governance and leadership coaching to the Board of Directors and school leaders.

Below is a list of our key advisory members:

Myn Yee Kim, Advisory Group Member

Ms. Kim is a graduate of the National Cathedral School, and a native Washingtonian. She attended the National Cathedral School and received a BA in Sociology with a minor in East Asian Languages from the University of Michigan. She is currently completing a Master's in Day Affairs at John Hopkins University. Ms. Kim is dedicated to supporting educational models (in the public school sector) that provide curricula that engender an appreciation for the growing diversity in our country. She has worked with educators in Korea to replicate some of the best practice literacy for non-English speaking children and she has developed middle school service learning models for a number of public charter schools in Washington, model Ms. Kim is a resident of Arlington, Virginia.

Badi G. Foster, PhD Advisory Group Member

Dr. Badi Foster is an educator and nonprofit executive. Dr. Foster serves as the President and HOS of the Phelp-Stokes Fund, the oldest continuously operating foundation serving the educational needs of African-Americans, Native Americans, and the rural and urban poor. Dr. Foster has served in a number of positions at Harvard University, including Director of the Field Experience Program in the Graduate School of Education, chairman of the Hispanic Study Group, assistant Director of the Kennedy Institute of Politics, visiting Professor of African American Studies and Lecturer in Education. Dr. Foster earned a Bachelor of Arts in International Relations from the University of Denver and an M.A. and a Ph.D. in Political Science from Princeton University. Dr. Foster currently resides in Boston, Massachusetts and Virginia.

Rev. Wallace Smith, Advisory Group Member

The Reverend Dr. Wallace Charles Smith is senior minister of the historic Shiloh Baptist Church of Washington, DC, one of the oldest African American congregations in the city. With a membership of

over 4,000 persons, Shiloh's congregation has a long history of community outreach and family-empowered ministries. In addition to his ministry as pastor of Shiloh, he also serves as president of Palmer Baptist Seminary (formerly Eastern Baptist Seminary) in Philadelphia, PA, and is a popular guest lecturer and teacher. Dr. Smith is a vice president of the Baptist World Alliance, a worldwide fellowship organization representing Baptists in more than 160 countries. He has served as chair of the Budget Committee of the Baptist World Alliance and as chair of the Study Commission on Freedom and Justice. In that capacity, he was part of the team that visited South Africa to help bring about reconciliation between Black and White Baptists.

He was also a major participant in an international seminar on racial reconciliation held at the Carter Center in Atlanta, and authored segments of an international declaration against racism which has been used by churches and conventions throughout the world. He has traveled extensively and preached in South Africa, Argentina, Russia, Zimbabwe, and Cuba. A longtime member of the Progressive National Baptist Convention, USA, Inc., he taught leadership courses, led seminars and served as trustee of the Board of Home Missions. He has been a guest speaker at meetings of the National Baptist Convention, USA, Inc. and is in great demand throughout the country as a guest speaker and revival minister. He is contributing editor to The Pulpit Digest, has written numerous articles, including guest editorials for the Washington Post, chapters for several books, and is the author of a book, The Church in the Life of the Black Family (Judson Press).

Calvin Gidney, PhD, Advisory Group Member

Dr. Calvin Gidney, is Associate Professor, Child Development, at Tufts University, His research interests include all center around his passion for understanding those factors promote child development and learning. His specific professional and academic interests are in linguistics, literacy, sociolinguistic development and dyslexia in African American Children. His recently published '*.....But Names Will Never Hurt Me. Teachers' Experiences With Children's Name Calling*.' Harvard Ed Review (2011), is a qualitative analysis of some of the issues facing young children that surface barriers to their achievement in schools and in positive adolescent ego formation. Dr. Gidney, a native Washingtonian, received his AB from Harvard University, and his PhD from Georgetown University.

(2)Names and Addresses of Entities Submitting Petition
WDS Public Charter School is the entity that is submitting the charter petition to open a public charter school in the District of Columbia. WDS will file the necessary forms to become a 501 c 3 not for Profit Corporation (in the District of Columbia) upon approval of the petition of the District of Columbia Public Charter School Board. The addresses of the entities submitting this petition are as follows:

Regina Rodriguez-Mitchell, 7717 Alaska Avenue NW, Washington, DC 20012
Terry Bunton, 1301 Delaware Avenue SW, #N407, Washington, DC   20024

(3)The names and most recent annual report of the organizations or corporations of which the individuals are directors or officers.
Not applicable and does not apply.

(4)Names of any organizations or agencies that are partners in planning and establishing the school along with a description of the role played and the resources contributed by each.
No other organizations or agencies partnered in the planning and/or establishment of the school.

Describe how the founders represent and reflect the interests of Parents, teachers and the community
Integral to the long term success of the school, is the degree to which the school's founders, school administrators, and staff are reflective of and represent the interest of the community and city that we serve and seek to be located. It is critical to the long term sustainability of the school's mission and vision. As mentioned earlier (see Section B.1.a.) we know that 'local understanding'[36] is a value of prime import for any person we consider for board membership. We will ensure that all board members, are a true 'mission fit'—or believe passionately that all children are capable of achieving at the highest levels and align with WDS's educational philosophy—that all children can achieve when provided with a rigorous academic program in a personalized, structured environment of high expectations. We will vigorously and affirmatively seek to recruit members (and advisors) who represent the local community and reflect the demographics of the families of the students we will be serving. Further, we believe it is vitally important that WDS be founded by *educators*, not entrepreneurs. Educators come equipped with the knowledge, pedagogy and experience needed to ensure that WDS is successful at all levels.

Briefly explain how the efforts of the founders (or partners) have added to the quality of the plans for the proposed public charter school and how the group's continued participation will contribute to the long term success of the school.
The founders are former teachers and school leaders. They are not entrepreneurs deciding to get into the education business. While other charters will have a steep learning curve to acquaint themselves with regulatory requirements, effective teaching pedagogy and the extensive complications running a non-profit with varying government funding sources, the WDS founders will be able to hit the ground running as they have extensive experience in all of those areas.

Describe any plans for further recruitment of founders or organizers for the school.
The current founding Board is comprised of six highly dedicated and committed individuals. We understand that serving on a Board is both a daunting and exhilarating experience, requiring a substantial commitment of one's time and energies. Our members have over 100+ years of experience in service to children, families, to their communities and to the District of Columbia. We also understand that the recruitment and 'care and feeding' of our members is and will be an on-going process. As such, a Governance Committee of the board will be maintained to implement and manage our (multi-step) plans to continue to recruit, select and train new and veteran board members. Most importantly, the Governance Committee will be responsible for creating a year 0 through year 3 strategy for recruiting board members, with a particular interest and expertise in supporting the start-up and growth needs of a K-8 charter school.

b. **Planning Process**

Describe the planning process that led to the decision to form a school and apply for a charter and how individuals with requisite skills, competencies and commitment were engaged in the planning process. Also, Describe how Parents, teachers and other members of the community have been involved in developing the school's mission, philosophy, focus, goals, and design and how they will continue to be involved in its implementation
A small founding group began meeting as an informal collective in the summer of 2011 to discuss their concerns about the limited number of high quality elementary and middle school public options for students in many of Washington, DC's wards. These discussions included meeting charettes with educators from around the country and locally, discussions with local ANC representatives (advisory

neighborhood commissioners), and focus group meetings with parents and other professionals. The purpose of the meetings was as much about listening and learning as it was about sharing our respective expertise, competencies, philosophies and commitment to and about the formation of a new school concept that would:

1) Benefit the students and families of Washington, DC, and
2) Meet the demands of students and families seeking high quality public school options.

 In September 2011, Regina Rodriguez and Terry Bunton led the effort to prepare the full charter application to the DC Public Charter School Board. The group serving as the school's Founding Board of Directors will be the principal candidates to be considered for transition to the formal Board upon the awarding of the charter petition. In addition to the founding group (identified as the Founding Board of Directors), there are four national advisory board members.

If the founders have chosen to contract with a school management firm, describe why and how this management company was chosen and what input the founding members had in the selection process.
The founders have not chosen to contract with a school management firm.

c. Corporate Structure and Nonprofit Status of the School

If the school entity has not yet been incorporated, please describe the process and timeline under which this will occur.
WDS will file to become a non-profit (501 c 3) tax-exempt corporation in the District of Columbia upon notification from the District of Columbia Public Charter School Board that the school has received a charter. A draft of the school's Bylaws and Articles of Incorporation may be found in Appendix J. The founders understand that the school will not receive full approval from the District of Columbia Public Charter School Board until copies of the by-laws and incorporation documents are voted upon, signed and demonstrate the school's nonprofit status (as per the District of Columbia's Nonprofit Corporation Act). See Section C.4.a. Plan of Operations, Implementation of the Charter: Timetable and Tasks for Implementation of Charter).

2. Governance and Management
a. Board of Directors

Selection Process, Anticipated Training Opportunities for Trustees and Terms of Office
The Board of Directors of WDS will use the following process and approximate timetable for recruiting and selecting new members:

Chart: Board of Directors: Selection Process and Timetable

Task	Board Member/Staff Responsible	Timeline
1.Articulation of WDS Board goals/needs	Board of Directors (all members)	Annual retreat in August or September
2. Submission of nominations for candidates fitting the criteria outlined in the job description and meeting the criteria articulated by the board in #1. Job descriptions shared with nominees	Board of Directors (all members) HOS DOO	On going

3.Submission of nominations for parent representatives	HOS Parent/Family Council	September-October 2013[37]
4.Share Board written Rules and Responsibilities with candidates/nominees	Board Chair	November 2012 until October 2013 (to be repeated each year)
5.Nominee to submit official request to join to Board	Candidate/Nominee	
6. Board votes on candidate/nominee	Board of Directors	Next Board meeting following steps 2-5

The founding Board will be comprised of seven members (to include parent members) during years 1 and 2. The Board will evaluate Board composition and size on a regular basis, and will expand and/or contract in accordance with the needs of the school and upon approval of the DC Public Charter School Board. At no time will the board membership exceed thirteen or be less than five members as required by law. The terms of office for each member of the Board of Directors of WDS is articulated in the school's bylaws (see Appendix J).

Describe how parents will have meaningful input into the selection of at least two parents to the Board of Trustees.

A review of literature on parent involvement and academic achievement[38] indicates that the most consistent predictors of a child's achievement and social adjustment is positively correlated with the degree of parent involvement and/or engagement in school-based activities. Joyce Epstein, PhD, of the John Hopkins Center on School, Family, and Community Partnership, developed national and best practice 'standards' of excellence for parent involvement. Epstein's framework of six types of parent and family involvement to promote student achievement are 1) parenting, 2) communicating, 3) volunteering, 4) learning at home, 5) decision making and 6)collaborating with community.

The founders of WDS believe that parents must and should be full partners in the decisions that affect their children. By law, two seats on the school's governing board must and will be reserved for parents of matriculating students. However, we see that our commitment to parents is greater than simply complying with the law. As such, we will create and institutionalize a number of structures and practices to affirmatively involve parents in school decisions. These following 'structures of involvement'[39] will be created in Year 1: a **Parent/Family Council** which will report directly to the HOS, and 2) establish a **Parent Center** in the school as a meeting place for parents and to increase parental participation and promote positive interaction between our families and the school. See the 'decision making' matrix below for an illustration of how parents will be involved, forums for decision making, and the decision 'points' for advancing issues between parents, teachers, administrators and the Board of Directors.

Also, and in keeping with the Epstein Framework, parent input (and decision making) to the school's Board of Directors will gathered by and presented by the HOS on a monthly basis. The Parent and Family Council, which meets monthly with the HOS, will also present recommendations to the Board of Directors

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[37] Parents will continue to be canvassed for their interest in serving as a member of the WDS Board of Governor's as part of the November 2012 through August 2013 recruitment and enrollment process. Interested parents (once the student is enrolled) will meet with the chair and be presented to the full Board at the next meeting of the members. Parent member orientation will be conducted by the HOS.

[38] Mapp, K., National Family, School, and Community Engagement Working Group, Harvard Family Research Project, Harvard University, Cambridge, MA (20090a

Composition, Roles and Responsibilities: How will the Directors provide strategic direction to WDS?

Composition.

All of the members of the founding Board of Directors for WDS have strong ties to Washington, DC. More importantly, they all have strong and professional skill sets and experiences to provide strategic direction and effective governance for a new (start-up) public charter school. At this time, our plan is to maintain continuity of the planning efforts, synergy between the members and then transition this small group of members to full membership at the first meeting following a favorable review of our application (May 1,2012). All of the founding members have prior experience leading, managing, serving on the board of, teaching in or providing consulting to a public charter or public school.

Roles and Governance Responsibilities: What is the policy and decision-making process for the WDS Board of Directors?

The members of the WDS Board of Directors will be responsible for all governance issues. Specifically, they will provide strategic direction to the school in the following areas:

*Mission, policy and strategic planning: The Board is responsible for understanding and articulating the WDS mission, vision and academic and non-academic goals of the charter. They are responsible for creating policy related to the mission and governance, setting the school's strategic direction and reviewing progress against the articulated goals (both short and long term).

*Financial oversight: The Board is charged with having fiduciary responsibility for holding the school accountable to its charter. In addition, they are responsible for reviewing and approving the annual budget and ensuring that it is implemented with fidelity. Members are also responsible for developing (with the HOS) a fundraising agenda/strategy to identify and secure a revenue stream that supplements the per pupil and entitlement funds.

*Regulatory compliance: This is delegated to the DOO for ensuring that all regulatory and legal documents are filed with the appropriate entities (as required and on a regular basis).

*Management oversight: Hire, support, and evaluate the HOS, who will serve as the school leader and be responsible for the day-to-day management of the school. The members are responsible for hiring and evaluating the HOS based on agreed-upon, clearly outlined performance criteria. Set the appropriate compensation for the HOS on an annual basis (See footnote #3 for sample criteria unless otherwise indicated).

*Accountability to the Public: The Board members individually and as a whole group, are responsible for responding to community and stakeholder concerns. Board members will be required to participate in local community and school events on a monthly basis. The members of the board are also the principal 'advocates' for the school, and in that role they are responsible for being 'cheerleaders' for and about the school.

To ensure effective oversight in the above areas, the Board will also be composed of the following elected positions: Chair/President, Vice-Chair/Vice-President, Secretary and Treasurer. In addition, there will be a companion sub-committee structure, including, but not limited to, fund development, real estate/facility acquisition, finance, governance and personnel. Other sub committees will be convened as necessary.

The WDS Board of Directors will have the following standing committees:

Fund Development/Fundraising	Real Estate & Facilities
Finance	Personnel
Academics & Student Affairs	Governance

ROLES AND RESPONSIBILITIES

The Board's standing Committees and their main objectives are listed below:

- **Facilities/Real Estate Committee**- Supports the DOO in securing, financing, developing, and maintaining a permanent site; meetings are convened when necessary.
- **Finance Committee**- Presents monthly and annual financial statements to the Board. Proposes the annual budget for Board approval.
- **Student Achievement Committee** - Monitors the academic achievement of students using standardized test scores, grades, and comprehensive assessments. Assesses the progress of the academic program toward the goals articulated in the school's mission statement, charter, and school standards listed in the Mission Accomplishment Plan.
- **Directorship Committee** - Evaluates prospective and current Board of Directors members. Nominates and orients new Board of Directors members.
- **Leadership and Succession Committee** - Conducts the annual performance evaluation of the school leaders. Uses the school standards listed in the WDS Mission Accomplishment Plan to assess the efficacy of the school leaders. Negotiates the terms of the school leaders' contracts.

These standing Committees will meet between six and twelve times annually, are chaired by a Governor, and may include an ex-officio member and other vetted volunteers. School leaders may attend committee meetings. The committees allow Directors to have detailed conversations about long-term planning, finances, and student achievement. Directors then report on Committee work at full Board meetings and gather input from other Directors through discussions. With this Committee structure, Board members do not rely solely on full Board meetings to accomplish the work of the Board.

Since Committees include volunteers who are not Directors, they will provide an excellent pipeline of future Directors. Serving on a Committee is a great way for a community member to contribute to the school with his/her expertise to become more engaged, invested, and involved. At the same time, Directors are able to learn more about the prospective Director and to determine whether or not he/she would be effective.

Roles and Responsibilities and How Directors will develop policies/decisions

The Board of Directors of WDS clearly understands the distinction between governance and management. One of the most critical functions of the Board is to hire an outstanding HOS who then manages the day-to-day operations of the school. The HOS will hire administrators, teachers and staff members and supervise and evaluate them. In addition, the HOS chooses curriculum resources and curriculum development methods and supervises teachers in the implementation of curriculum. He/She chooses vendors for food service, instructional materials, etc. based on price and quality. The HOS and DOO will also participate in the budget development process; however, final budgets must be approved by the Board of Directors. In its governance and oversight role, the Finance Committee and the Board of Directors may ask questions about and provide advice or guidance on issues such as vendor selection, personnel, and curriculum, but for the school to be successful, the Board must take seriously the line between governance and management and ensure that it hires a leader who can make the day-to-day operational decisions necessary in running a school.

Regina Rodriguez will serve as the first HOS and Terry Bunton as the first DOO, should the WDS application be granted a charter. They will both be ex-officio or non-voting members of the Board of

Directors.[40] All other Directors are voting members and the Board will always have two seats reserved for parents who serve a two-year term during their child's Kindergarten through 8th grade years. Parent Directors are full voting members of the Board of Directors.

The Chairperson of the Board of Directors is a critical role. The Directorship Committee makes recommendations to the full Board for the Chairperson Position, the Vice-Chairperson Position, and Chairs of each standing Committee each spring for the upcoming year. The Chairperson develops Board agendas in conjunction with school leaders, appoints ad hoc Committees when needed, facilitates Board meetings, and represents the school along with school leaders. The role of Vice-Chairperson allows the Board to constantly develop new leadership and ensures that there is at least one Board member ready to assume the role of Chairperson in the case that the Chairperson can no longer fulfill his/her responsibilities. As Directors are added to the Board, their capacity for leadership is considered early on so that future Chairpersons can be identified and cultivated by Board leadership.

Succession planning for the Board and school leadership: Process for Board Self-Evaluation
Succession planning is critical to WDS success.   The founders understand that the evolution, maturation and demands of a growing, high performing school necessitates that we have a plan in place---and regularly revisit it for its appropriateness and relevancy to driving the performance goals of the school. The succession plans and planning for members of the Board and school leadership will be part of the same process that we will use to regularly evaluate the effectiveness of the members, DOO and HOS. The board will contract a consultant with experiences working with charter school boards and their leaders (i.e., High Bar, Front of the Bus, Board Source, etc.) on issues that include, but not be limited to the following: succession, role of the individual board members (as required by charter school law), role of the Board as an entity (as perceived by the members), and the future of the board as envisioned by the members including capabilities that may be necessary or desirable in newly recruited members and/or school leaders. During the yearly summer-fall board retreat, the Board will self-evaluate its own effectiveness and be mindful of the need for a coherent talent development and succession plan as the school evolves and matures.

The Chair will be voted/selected annually at the Board (in August or September). As articulated in the bylaws (and to be reviewed annually), there is a term limit on the amount of time any one person can serve as the Chair and/or sitting member. See sample bylaws in Section J. The founders have decided that it will be in the best interest of the school's sustainability that a majority of the founding group transition into full Board of Governor membership during the school's planning (Year 0) and implementation years (Years 1 and 2).
The Board of Directors will execute the Chair and/or school leader succession plan as defined in the School's bylaws (See Appendix J)

Accountability and Demand for WDS Course of Study
The proliferation of charter schools in Washington, DC attests to continued demand for high quality and high performing educational options and schools. A recent article in the *Washington Examiner* (Gertner, J, 'Charter Schools Boom as Parents Seek more Options, --1/29/2011) stated that the interest in charter schools 'is growing in the Washington area, as student enrollment grows." Currently, there are 93 public charter campuses that serve over 32,000 children—approximately 41 percent of the city's public school students.   Last year, enrollment climbed 6 percent and the 'rise' is clearly indicative of a continuing rise in interest on the part of parents living in Washington. The member of the founding group met with parent groups around the city (to gauge interest and 'demand' of the type of school that we are proposing).

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[40] As the school expands to full capacity, the Lower and Upper School Principals may be considered as ex-officio members of the Board of Directors. Additionally, we may also consider adding a student as an ex-officio member.

Many of the parents simply want 'schools that work.' We determined (from the small sample) that parents with younger children preferred a neighborhood 'walk to option'' option (so location and proximity is of paramount concern). Parents of older children (i.e., middle school aged and above) were resigned to 'voting with their feet' and indicated they would consider sending their child to school 'out of boundary' if it provided a safe school environment, had 'good' teachers, and 'got their kids in a good college.'

The members of the WDS know there continues to be a 'demand' for schools whose missions demand high achievement from it students and all adults in the building. We believe that our educational focus uniquely positions us to be among those schools that would be in high demand. Our research also shows that WDS can be a 'niche' school for parents seeking a school such as ours.

Resumes, Statement of Interest and Qualifications, Board Member Agreements, Addresses of Founding Board of Governors

See Appendix G for copies of the resumes (with addresses), statement(s) of interest and Qualification and Board Member Agreements.

Board of Directors and school site decision making: Relationship between and Role distinctions between the Board of Directors and the school site administrators

WDS sets specific distinctions between the Board of Directors (governance) and the school administrators who will be responsible for school site decision making. These distinctions are to avoid 'micro-management' of day-to-day decision making on the part of the school's Board, specifically as they relate to curriculum, personnel decisions, budget allocations, and vendor selections. The following principles will inform, govern, guide these distinctions between the Board and school leader (e.g., HOS, etc.) in these areas:

Curriculum: The Board will be responsible for setting the over-arching goals and outcomes of the curriculum (i.e., international focus and International Baccalaureate preparation of students for college, early college focus) while school's administration will be responsible for identifying and determining the curricular resources required to best achieve the academic goals as defined by the charter and Board.

The Board and school administrators will use student performance data to evaluate the effectiveness of the curriculum. However, how analysis and results will be used will vary for each group. For example, the NWEA, Stanford 10 and/or DC-CAS data in the aggregate might be analyzed by the Board to assess if the school is meeting its academic and performance goals for students (i.e., 3rd or 8th grade or overall). The school administration might use the outcome information in its disaggregated form to assess individual student growth/progress and/or to conduct an item-analysis (of DCCAS for example) to determine whether the curriculum and instructional strategies are effective in teaching the content standards of a particular grade (i.e., 6th grade English) or content area (i.e., English). This may also be used to assess performance of any existing sub-groups. There is an intersection of interest where both entities are ultimately concerned about the alignment of our curriculum to standards and the degree to which sufficient resources are available and/or dedicated to make this happen.

Personnel decisions: The Board is responsible for setting and approving the general staffing structure, proposed by the HOS. The only positions that the board will have the authority to hire (and fire) will be the HOS and the DOO. The HOS will have the authority to hire (and fire) all of the academic and non-academic positions within the school. The HOS will utilize the budget process to present new staffing positions to the Board on an annual basis (or as needed).

All other personnel decisions, such as determining compensation levels (salaries and benefits) will be directed and managed by the school's administration, with the budget and budgetary process approved by the Board.

Budget allocations: The Board is responsible for setting the budgetary priorities for school. In conjunction with the Finance Committee and with the HOS and DOO, the Board creates and/or approves the school's annual budget. The budget is aligned with the priorities set earlier by the board and informed by the charter (specifically for the early operational years). Any expenditure in excess of $5K of the approved budget will require prior Board approval and signature on the check.

Vendor selections: The Board will be responsible for hiring those vendors that directly support the Board in fulfilling their legal and/or fiduciary responsibilities, to include the school's auditor and legal counsel.[41] Other vendors, including IT, janitorial, supplies and equipment, food services and professional service contactors providing services for the day-to-day operations of the school will be the responsibility of the DOO. All procurement and management practices must be conducted in accordance with the budget as approved by the Board and in accordance with DCPCSB procedures and requirements.

Often, schools will experience shifting or unexpected demands on the budget. In these instances, the Board will delegate the authority to reallocate resources to meet this demand to the HOS. A written report to the Board to substantiate the reallocation or restructuring of a budget line will be provided by the HOS and the Business Manager. All information will be maintained in a master Board briefing book and submitted to the DCPCSB's AOIS (Automated Operations Information System) as required.

Board of Governor's Job Description and Performance Expectation Form
See Appendix J for the Board of Director's Job Description and Performance Expectation Form. Please note that, while the job description and performance expectation forms have been reviewed by the founding group, we expect to further vet these documents with consultant-experts.

Relationship between the Board of Directors, school administration, parents and below for the WDS's Preparatory decision making 'matrix' , that illustrates the decision-making structures, forums and decision-making partners and relationship that we hope to 'grow' (as part of the school culture) between the Board of Directors, school administrators, parents , students and other school stakeholders
Often, administrators and governing boards seek to limit parental involvement to bake sales and PTA meetings, thereby excluding parents from policy level decision-making and governance roles at the school. We at WDS believe positive bonds between families and schools are essential to promote student achievement. The research suggests and practice confirms that there is a 'positive correlation' between the degree and level of parent participation and positive student outcomes.

The Board of Directors will seek feedback from the school staff, parents and the larger community when setting board-level policy because it will enable the Board to be better informed about the issue at hand and increase the likelihood of support for the policies, which are likely to directly impact one or more of these constituents. In upholding the distinction between management and governance, the HOS will have primary responsibility for seeking staff, parent and community input and feedback. She will do so by:

- *All-staff meetings:* The School will hold 'all staff meetings' on Monday afternoons at least twice a month, and more frequently if necessary, to address and share information that has school-wide applicability and implications. The HOS, in collaboration with Administrative and Instructional

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[41] Hiring of the school's legal counsel and auditor may be delegated to the HOS, following a vote of the Board.

Leadership Members, will use the meetings to discuss and receive input on proposed policy from staff.

• *Parent Group:* The School will facilitate the creation of several parent groups and meetings, which will serve as the primary vehicle for gathering parental feedback regarding board policy making. Furthermore, the school will employ an 'open door' policy, and parents will always have the option of bringing feedback on policy directly to the School's leader.

The chart (below) illustrates how WDS proposes to share information and allocate decision making responsibilities across the relevant stakeholders (parents, teachers, administrators).

How Decisions Making at WDS

Organizational Decision Area	Who sets goals and makes final decisions?	Who is involved in decision-making?	Decisions are informed by…	Forums for decision-making
Curriculum & Instruction	HOS	Dean of Academics, Instruction and Assessment, Instructional Coaches, Teaching Staff	Student assessment data Professional development needs	Full-faculty meetings Administrative-level meetings Department meetings
Student Achievement	HOS	Dean of Academics, Instruction and Assessment, Curriculum, Instruction & Instructional Coaches Teachers Learning Specialists	Student assessment data Student Services	Full-Faculty meetings Administrative-level meetings Department meetings Instructional Leadership Tm (ILT)
Fiscal Planning	DOO	Business Manager	Curricular & Programmatic Needs Student Services needs	Administrative-Team meetings
Operations	DOO	Business Manager Directors	Curricular & Progrommatic Needs Student Services Needs	Administrative-level meetings
Student Affairs and School Climate	HOS	HOS, Dean of Students & Culture, Preparatory Leaders, Behavioral Specialists SST Family & Parent Council	Teacher Reports Director of DSA Reports	OSA meetings Grade level meeting Student Council
Parent & Community Involvement	HOS	HOS, Dean of Students & Culture, Preparatory Leaders, Behavioral Specialists Social Worker	Parent Reports Teacher Contact Logs	OSA Meetings Parent & Family Council Meetings Student Council

		Parent and Family Council		

The school will conduct annual focus groups with parents, teachers, students, and community organizations to gauge their satisfaction with the school and its policies. See section C for additional discussions on parent notification, orientations and involvement in school activities.

Background Checks
The Founding Board of Directors and the Lead Founder understand and acknowledge that the District of Columbia Public Charter School Board reserves the right to conduct background checks on members of the school's Board of Directors, should the WDS application/petition be granted approval (i.e., conditional or full).

        b.   Rules and Policies
Describe proposed Rules and Ethics and/or timetable under which they will be developed.
At this point in time, the School has not developed formal or bound rules and policies for the governance and operation of WDS. However, a Code of Ethics and Conflict of Interest Statement has been developed and signed by all members of the founding Board of Directors. The timeline is reflective of our experience with other charter start-ups and the time it will take to move our Rules and Policy Handbook through the School's review-to-approval process for Board-level documents. The school may also opt to contract an organization specializing in the crafting of rules handbooks, should it be found necessary to do so.

A Sample Code of Ethics Statement can be found in Appendix J.

Task/Activity	*Staff Responsible*	*Timeline*
*Research and review all Rules and Policy handbook models from other high performing schools	DOO	May 2012 through January 2013
*Board of Directors review and approval of Rules and Policy Handbook statement to be used by the School's Board of Directors	Chair, Board of Directors	January 2013
*Submit approved Code of Ethics to authorizer at pre-opening meeting.[If required prior to the pre-opening meeting, the School will submit as required.]	DOO	August 2013

        c.   Administrative Structure

Administrative Structure of WDS
In our first year, the administrative structure will include a HOS, DOO, Dean of Academics, Instruction and Assessment, Special Education Coordinator, a part-time Business/Operations Manager, a part-time Data Analyst and a Registrar/Office Manager. The administrative structure and selected staff positions to be filled in the first operational year (SY 2013-2014) are provided below. The school's administrative structure was developed to ensure that we best administer and manage the school's academic and non-academic program.

HOS *(100%)* – The HOS will be the school chief administrator and shall be responsible for overall management. She will report directly to the Board of Directors. The HOS is directly responsible for the

hiring all members of the Administrative Team (see below), faculty, and all academic, non-academic and contract staff. In years 1-2 the HOS will serve as the instructional leader. The HOS is also responsible for professional development, curriculum planning, and evaluation of all staff.

DOO *(100%)* **--** The DOO will also be responsible for directing and managing all compliance efforts, formulation of the annual budget and strategic planning. The DOO oversees DCPCSB and OSSE compliance and ensures viability. The DOO leads external issues - working with Board, reporting to/interfacing with authorizer, fundraising, public relations and overseeing finance/operations.

Dean of Academics, Instruction and Assessment *(100%)* The Dean of Academics, Instruction and Assessment will serve as the day-to-day manager of the academic program and is responsible for providing feedback to teachers on a regular basis, working with teachers to align curriculum with standards and frameworks, planning lessons and providing professional development for the staff. *Instructional staff oversight:* Directly manages all full-time and part-time instructional staff; Reviews and assesses teachers on a regular basis; Designs and implements the professional development program. Supports teachers on daily basis regarding all teaching-related issues; Ensures that the school's mission and philosophy are reflected in the curriculum; Reviews and offers feedback on teachers' instructional practice; Reviews curricula annually to determine effectiveness and oversees implementation of changes, if necessary; Plans professional development with the HOS for the instructional staff. This position will also be responsible for supervising the Lower School and Middle School Principals. S/he will develop the curriculum for the School's Saturday Preparatory, and *Reading and Writing across Content Areas* curriculum. The DAIA reports to the HOS and is a member of the Instructional Leadership Team.

Special Education Coordinator *(100%)* -- The Special Education Coordinator (SPED Coordinator) is responsible for ensuring that student Individual Education Plans (IEPs) 504 Plans are implemented in the least restrictive environment. In addition, s/he will be dually certified and be responsible for coordinating the academic and support programs for all ELL students. The position will supervise all Learning Specialist/SPED faculty and coordinate the services of contractors providing OT/PT and other therapies to WDS students. S/he directs the school's Student Support Team and provides on-going professional development for the general education teachers on UDL, RTI and other intervention strategies for the school's students with special needs. S/he is responsible for developing the assistive technology agenda for any student requiring learning supports. The SPED Coordinator reports to the DAIA, and is evaluated by the DAIA (with input from the HOS). S/he is a member of the Instructional Leadership Team.

Registrar/Office Manager *(100%)* – The Registrar will be responsible for coordinating the student recruitment and enrollment process for the school. S/he will assemble and maintain all student records to include but not be limited to: input of all relevant attendance, behavioral, academic data in the schools SIS data management system. Serves as the school's receptionist and the school's first point of contact for parents. This position will also be the responsible for inputting to and managing the school's electronic parent alert system (Alert Now). As office manager, s/he will be responsible for maintaining all records, systems and compliance data, required by the authorizers. Oversees maintenance and supply systems; Manages the National School Breakfast program and National School Lunch program; Maintains school, student, and personnel records; Maintains school databases; Processes student and faculty applications; Helps plan and coordinate school events; Completes administrative projects and tasks at the discretion of the school leaders; Develops relationships with students, families, and colleagues. The Registrar reports to the HOS and is a member of the Administrative Leadership Team.

Business Manager/Operations Assistant *(50%)* – The on-site Business Manager will be responsible for bookkeeping, collection of financial data required for reporting out to the Board/PCSB or OSSE and maintaining and managing vendor contracts (Year 1). . S/he will also aid the DOO by managing the real property/facilities activities, construction and maintenance, equipment, transportation, vendors, payroll,

and student transportation. The Business Manager is a member of Administrative Leadership. In Year 2, the school will upgrade this position and/or create the position of **Director of Business and Operations** *(100%)* **(Y2).** S/he will direct daily operations and provides financial/programmatic guidance to the HOS. S/he ensures financial records are accurate and up-to-date and programmatic guidelines for reporting and implementation are followed. We will contract with an organization to provide back office support[42] starting with the designing of effective business and operations systems in the pre-operational year. This organization will provide ongoing support for the Business Manager in Year 1 and the DBO in Year 2. The DBO reports to and is evaluated by the HOS and is a member of the Administrative Leadership Team.

The school will contract with an external bookkeeper, who will work with our on-site Business manager to provide all reconciliation services on a monthly basis. In the planning year, this person will assist the DOO in establishing the initial payroll systems and benefits package, cash-flow management and accounts payable; monitoring of the budget and development of initial (Year 0/planning year) budgets and cash flow systems.

Compliance & Data Analyst *(50%)* - The Compliance and Data Analyst will be responsible for collecting, analyzing, interpreting all student outcome data for the HOS. In addition, s/he will assist the HOS with day-to-day, non-instructional responsibilities, particularly related to the coordination of external organizational program management and broader community relations. S/he is also responsible for assisting with data collection and analysis external and program outcomes to be reported as part of the school's compliance /accountability responsibilities to the DPCSB and OSSE. The Compliance and Data Analyst reports to the HOS in Years 1 and 2.

Administrative Leadership Team (ALT) – The Administrative Leadership Team will be comprised of the non-instructional manager administrators of the school. In year 1, the team will include the HOS, DOO, Business Manager and Registrar. The team will meet on a weekly basis (with a CES leadership coach) to review and problem-solve around issues directly related to school operations, building and grounds issues, purchasing , etc. The ALT will be chaired by the HOS.

Instructional Leadership Team – (ILT) The Instructional Leadership Team will be comprised of teachers in each content area. Teachers will be awarded a stipend for participation on this leadership team. The ILT will be chaired by the Head of School.

Student Life Team- (SLT) The Student Affairs Team will be comprised of the Learning Specialists, and The Dean of Academics, Instruction and Assessment. The team will meet on a weekly basis to review and discuss issues relating to discipline, counseling, classroom management, event planning, school culture and climate. The SLT will be chaired by the Dean.

Critical Friends Group- We will build a professional, collegial and collaborative culture among the school's faculty. The Critical Friends Group (CFG) will allow faculty to use data to examine their instructional practice in small learning communities. Staff will attend Center for Collaborative Education sponsored forums to learn how to be "friends" and to implement this experience and practices at National Prep. It will be faculty organized and directed.

d. School Management Contracts
WDS does not intend (or plan) to enter into a contract with a school management firm.

3.Finance

a. Anticipated Sources of Funds

Revenue: Public per Pupil, Facilities and Federal Entitlements

WDS anticipates receiving 1.7 million dollars in revenue generated via the combined public per pupil allotment ($9,214) and the non-residential per pupil facility ($3,000) allocation for operating year 1 (based on a planned annual enrollment of 160 students). In Year 3, the school has opted to level (or keep flat) the allotment payments (based on the SY 2011-2012) figures received from the PCSB. Our model places more conservative estimates on 'entitlement' and enrollment-driven revenues and overestimates expenditures to protect against budget shortfalls and deficit spending.

Revenue: Federal Entitlements

Revenue projections were generated by K. Martin Accounting Group, LLC, using an annual inflator of 103%. It is based on student enrollment growth projections (75 to 450 over 5 years). Sixty- five percent (65%) of the student body is projected as being eligible for Title I funds and 12% of the student body is eligible for special education services. Our budget assumptions for Title III funding are estimated upwards given the increasing numbers of ELL/LEP students and families residing in DC's wards/neighborhoods.

Other Grants – Planning Year (Start Up) and Implementation Years Funding

WDS will apply for $180,000 in Title V.b. 'start up' funding in our pre-operational year and $200,000 in Year 1 and $200,000 in Year 2. Our public per pupil revenues will be used fully for operational and instructional expenses and costs. The school will also apply to the Walton Fund's Charter School Program's post authorizations grant. The Walton funding is competitive and as such there are no guarantees that our application will be favorably reviewed. The Walton grant is not part of our calculations in this model.

Anticipated Revenue or Income: Per Pupil Allotment, Federal Entitlements and other Grant Funds

	Planning Year 0 2012-2013	Implementation Year(s)					
		Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017	Year 5 2017-2018	
Category of Fund or Revenue							
Per Pupil Charter Payments	0	748,347	1,496,694	3,080,613	3,916,185	4,751,757	
Per Pupil Facility Allowance	0	225,000	450,000	900,000	1,125,000	1,350,000	
Federal Entitlements + CSP, NSL Program	180,000[43]	356,993	453,986	387,972	484,964	581,957	
Total Public Funding	180,000	1,330,340	2,400,680	4,368,585	5,526,149	6,683,714	
Total # of Students	n/a	75	150	300[44]	375	450	

Contingency Plan

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[43] The federal entitlement figure provided in the above chart was provided by the Office of the State Superintendent for Education (OSSE) January 10, 2011

[44] Implementation Year 3 (and beyond) revenue projections are calculated using a 'blend' the projected middle school and high school per pupil allotments figures. This is explained by the opening of the high school aged 'division' beginning in the school's third year.

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We have constructed a conservative budget that assumes no substantial growth in key revenue sources such as the per pupil allotment rate, but does assume a growth in expenses, such as increasing salaries at 3 percent per year and site acquisition costs.

Our budget does not include non-public, grant funds or in-kind donations. However, should revenues be insufficient to meet this budget, we have the following contingency plans:

1. Attempt re-negotiation of current occupancy space and lease agreement with landlord.
2. Reduce expenditures on leasehold improvements, and technology. Teachers would not be issued a laptop and/or iPad. We would obtain a mobile lab for each grade, rather than fixed PC or MAC labs.
3. We have budgeted for salaries above the local pay scales, and would consider reducing staff and salaries and stipends. We would consider increasing employee contributions to their health insurance plan and delaying the hiring of non-instructional staff.
4. If the shortfall were not chronic, we would also consider a short-term line of credit.

Additionally, we have asked K. Martin, LLC to generate a second year 1 and 2 operating budgets projections in the event that enrollment in the first year is10- 20% below projections. We believe that these plans are not draconian and will not compromise the integrity of the core curriculum.

Five Year Budget Goals and Objectives
WDS's five year budget is driven by our goal to secure and move to a modern and technologically state-of-the art permanent facility for 300+ students in Year 3. We have conservatively formulated staff and occupancy related expenses at a relative lower than average percentage, to allow sufficient end cash balances. By the end of year 2, we are projected to have a positive cash balance of $117,064 to direct toward our facility acquisition goal. The cash balances will be $625,975 (Year 3), $1,262,773 (Year 4) and $2,006,968 (Year 5).

A secondary goal is to use our expanded development (grant) program to enlarge our world language, dual platform and computer technology for our students. Our desire is to ensure that every student has a tablet or access to appropriate adaptive technologies to support and enhance their learning. The Lead Founder has begun discussion with One Economy, Inc., to work with the founders to create and fund a technology infrastructure development (subsidized broadband accessed) and secure funding for our computer lab.

b. *Planned Fundraising Efforts*

How will the school generate capital or supplement the per pupil allocation for operating expenses (if needed).
The WDS Finance committee will lead our fundraising efforts to identify and generate additional revenue for operating cost. This planning is still in the developmental stage. We will concentrate on grants, individual donors and foundations. The committee is planning our projected targets for years 1 through 5. The board and its members are ultimately responsible for attracting funding resources to ensure the financial viability of the charter school and its educational and support programs.

Regardless of what fund-raising activities our charter school decides to employ in its annual campaign (e.g., direct mail solicitations; individual donors, corporate, foundation giving, annual appeals, etc.)[45], we

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[45] The HOS will be responsible for working closely with the Board to members in developing and soliciting potential *individual donors*. More specifically, each board member will be expected to approach and cultivate personal contacts to donate; and/or identify and refer potential donors whom other board members or the HOS can cultivate. The HOS will also be responsible for developing the *corporate giving strategy* (in years 0 through 3) and identifying and cultivating corporations with corporate responsibility departments that align with the school's mission, priorities and programmatic offerings. In Year 2 or 3, the Development Director will be responsible for researching and pursuing *national and local philanthropies* that also align with the school's mission, priorities and programmatic offerings.

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will begin by establishing a strong, active fund development or fund-raising committee[46]. This will be a standing committee of the board and there will be a written committee description made available to current members, prospective new members and volunteers

The first step toward creating a strong fund development committee will be for the board (or board chair, depending on the applicable by-law provisions) to appoint a committee chair. The chair will define and establish the pace, defines the attitudes and provide the leadership necessary for planning, organizing and building the necessary volunteer team for conducting successful fund-raising campaigns. The Fund Development committee will work closely with the DOO to create a plan for strategically generating and/or securing funds to support the successful implementation of the school's programs. [Formulating the fund-raising program, making recommendations, drafting proposals, preparing brochures, composing correspondence, keeping the list and records - these tasks will principally be staff functions. But the board will remain responsible for making sure the job is done, and done well.]

Fundraising Plans: Prior to School Opening (Planning Year 0)

The WDS Board of Directors will assist significantly in fund raising, first by giving themselves. A personal financial commitment will underlie each board member's resolve to support the start-up and on-going implementation of the charter school. The founding group will host fundraising 'teas' for potential corporate and business donors beginning in Spring 2012.

a. Financial Management and Accounting

Financial Management and Internal Accounting Procedures of WDS
WDS will hire an approved firm, to develop and manage our business and financial needs. An on-site business manager will be hired to work with the firm on a part time basis. The business manager will work with the DOO in reviewing all monthly periodic and annual reports prepared by the firm for presentation to the Board. The business manager will work with the firm to prepare all financial statements for audit. Corrective actions noted by the auditor will be reviewed by the Board's finance committee who will make recommendations to the HOS and DOO.

Cash Flow Management Plan to Ensure Availability of Funds
The school's Business Manager will oversee the school's cash flow management by maintaining separate operating accounts at an established and favorably viewed bank to be decided after approval of the school's charter. The Business Manager and Board of Directors Treasurer, with the assistance of the firm staff, will review all aged accounts and grants receivable on a monthly basis. Additional fiscal controls and financial management policies will be developed to ensure the school maintains the needed cash flow and to ensure accurate and timely financial reporting. A timetable for this can be found this in Section 4.a.The school agrees to maintain its financial records in accordance with generally accepted accounting principles (as defined by the American Institute of Certified Public Accountants).

Is the school an outgrowth of an existing organization?
WDS is not being established as an outgrowth of an existing organization or public charter school. As such, the school's resources will be maintained in a single account that is managed and controlled by the WDS Board of Directors.

WDS will maintain all school financial records in accordance with generally accepted accounting principles (as defined by the American Institute of Certified Public Accountants).

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[46] See National Center for Nonprofit Boards, *Fund Raising and the Nonprofit Board Member, 2007.*

b. Civil Liability and Insurance

As recommended by the District of Columbia Public Charter Board, WDS will (at **minimum**) maintain the following types of levels of insurance:

Type	Recommended Minimum Insurance
Coverage Levels (000)	
General Liability	$1,000 per occurrence, $2,000 aggregate
Director's and Officer's Liability	$1,000
Educators Legal Liability	$1,000
Umbrella Coverage	$3,000; $5,000 if providing transportation
Property/Lease Insurance	100% of replacement cost
Boiler and Machinery Insurance	$1,000 (if appropriate actual loss sustained)
Auto Liability Insurance	$1,000
Workers Compensation	As required by law

If the petition is favorably reviewed, the school will engage Early, Cassidy & Shilling, a risk management firm, located in the District of Columbia, as its insurance broker. The firm has considerable experience providing start-up public charter schools with insurance coverage, surety and executive liability protection, claim review and analysis and other risk control services.

c. Provisions for Audit

WDS will conduct annual audits of the financial operations of the school (as required by section 38-1802.02 (6) (A) of the D.C. School Reform Act. The annual audit of the school's financial statements will be performed under the direction of a Certified Public Accountant licensed in the District of Columbia, and included in the 'Approved Auditor List' for charter schools. The audit will meet all Generally Accepted Government auditing standards and PCSB audit requirements and policies. The audit findings and financial statements will be submitted to the PCSB and other regulatory agencies.

The school will rely upon guidance from the firm and the PCSB 'preferred' (vetted) auditor list to assist the school in the identification of an auditor. Lori Booker, Esq, PLLC, will be hired to review all prepared financial/tax documents (by the firm) prior to their submission to the auditor. The school has reserved monies in our operating budget to cover the costs for performing the audit on annual basis and other payroll and accounting needs for Years 1 through 5. (See 5th Year Budget, v1.3).

3. Facilities
a. Identification of a Site

At this writing, the School has not identified a permanent site for WDS; however, we are confident that we will be able to find facility that is financially feasible and suitable to house a high performing school. Nonetheless, we have charged Mr. Wayne Williams (a real estate professional and member of our founding group), to serve as our primary 'agent' in conducting real estate scans and identifying available space that best meets the needs of our program and is 'affordable'[47] (or financially viable). Mr. Williams will work with the DOO to issue RFPs and/or negotiate offers on behalf of the school. We have been

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[47] By financial viability we refer to the school's ability to pay for a space should the enrollment fall below our first year projections and if we are unable to obtain credit to finance the necessary improvements or long term lease. The Lead Founder and members of the Board have relationships with local banking institutions and so we are confident that we will be able to access credit. Additionally, the commercial rental market is somewhat 'soft' enough to allow us to possibly negotiate rent/lease concession from owners or developers.

advised that 100 square feet per student or 15,000 square feet will be required for the first two years of operation (at a temporary site).

The Lead Founder of WDS has begun discussions for a possible temporary site (Year 1) with Shiloh Baptist Church. The church, located at 1500 9th Street, NW, Washington, DC 20001, has a Family Life Center that could accommodate approximately our students. [48] See below for projected space needs for the school (Years 1-2). The facility is located on a major surface transit (bus) route.

In the fifth year, the school's program needs would change significant with the addition of the Middle School. At that time, we believe that we will have exhausted/exceeded the space capabilities of Shiloh and would need to seek a larger space that could accommodate the academic, non-academic (e.g. recreational) and other needs of a fully functioning program.

Additionally, WDS will also work very closely with Building Hope to establish a position in the 'queue' for available and/or upcoming properties that are part of their 'incubator' portfolio of properties. Meeting with the Building Hope executives (Joe Bruno, Tom Porter, et al) will be a priority objective of the Board of Directors, Mr. Williams and the DOO. Should the school secure a Building Hope incubator property/school, all building maintenance, occupancy certificates and codes/standards for a school would be secured and managed by Building Hope. The DOO will work closely with the Building Hope real estate and property management staff in this effort.

The School's preference for siting in Years 1-3 are in wards 6, 5, 7, 1 and 4 (in that order of preference).

Site Location and Terms of Tenancy (include Letter of Intent for any proposed lease)

Not applicable at this time*.* See discussion below.

If a permanent site has been located, describe the facility and indicate its location.
No permanent site has been located.   All buildings or facilities must be close to public transportation, and offer a safe, academic-feeling environment with reasonable/limited amount of cost for renovation. We have also sought spaces which might offer access to resources which support our extended day and Saturday Scholars program. To date, we have identified one viable option:

Shiloh Baptist Church, Family Life Center, 1500 9th Street, NW, Washington, DC in Ward 1. The available space is approximately 12,000 square feet of space, which will be available for lease pending a meeting of the churches Board of Trustees and a favorable review of the WDS charter application. The Lead Founder has met with the Rev. Dr. Wallace Smith (who will also be serving as a member of our Advisory Group). Pastor Smith is familiar with our timetable and nature of renovating church space for the needs of a public charter school. This space is close to surface transportation (bus routes 70,71, 79, 63, 64 are among those that stop either in front of the church or in close proximity), which extend into

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[48] Shiloh Baptist Church is an excellent example of a promising property. The following represents a brief description of the property: 1. **Location**: Intersection 9th and P Streets, NW. 2**. Use**: Currently mostly vacant with a small number of administrative offices. Used primarily as meeting space and occasionally for childcare; 3. **Building size**: Approximately,   10,000 square feet, with a third floor that could be used as a gymnasium, auditorium. There are some additional 'break out' rooms on the third floor. 4. **Land**: Limited outdoor space, though there is a possibility of negotiating joint use of a DCPS field that abuts the church parking lot. 5. **Condition:** The 2nd floor is in relatively good condition, however, both floors would require some upgrading to meet code as a school. The building is handicapped accessible. 6. **Ownership**: The space is wholly owned by the church. A photograph of the site is in Appendix K.

neighborhoods/wards around the city, and is approximately ¼ mile from the major arteries of Georgia Avenue and Florida Avenues. A large field abuts the church property and may be available for public charter students. We have been advised by a preliminary review of the space by our Real Estate team that much of the renovation required would be for technology infrastructure build-out and the unique needs of preparing this space for educational use. The space is mostly vacant or used as office space. The third floor could be used as a gymnasium, multi-purpose and for break out rooms.

Timetable for Identification, Acquisition and Renovation of a Site for WDS
As indicated above, the school has identified a potential site, however, formal leasing discussion will continue with notification of a favorable review of the WDS charter petition. Even with this potential site identified. We will continue to review options, in Wards 6, 5 and 7. We are projecting the following timetable for the identification of additional temporary sites (for years 1-3)

Tasks/Activities	Timeline
Meetings with brokers, developers, church leaders and city officials to identify sites and evaluate potential properties/facilities (Site Search)	November 2011 – May 2012
Charter Approval	April 2012
Negotiate Lease and obtain Letter of Intent for Occupancy	May 2012 – December 2013
Financing	September 2012 – August 2013
Zoning Approvals	September 2012 – December 2013
Construction and/or Renovation	December 2012- June 2013
Occupancy	**July 1, 2013 (no later than August 1, 2013)**

Projected Space Needs Required for School (Years1 through Year 3)[49]
Based on the experience of the Lead Founder, we have developed a 'program needs' document that drives our facility search and space needs for the start-up through the opening of the school for grades Kindergarten through 2nd. From prior experiences, we know that the school at **full enrollment** will be 500 to 525 students, so WDS will need an estimated 50,000-55,000 square feet (approximately 100 square feet per student) by Year 6 (or 2018-2019). In this estimate, we would also include an auditorium and gymnasium. While we would prefer to house our K-8 school on one campus, we would consider that these facility space estimates could be divided between two separate campuses. The immediate needs for years 1 and 2 is to secure a space that is close to 15,000 square feet and then consider relocating to a larger space as we come to full maturity (with the middle school). The school plans to move into its permanent building in year 4 that will be the above mentioned 50,000+ square feet for the terms of our initial charter (or 5 years). The space estimates for years 1-3 are listed below:

We will not need a cafeteria, all school assembly space or recreation area to fully implement our program—though we will attempt to secure a space with one or all of these for our Lower School.

		Year 1	Year 2	Year 3	
Total Net Sq. Ft.		12,720	16,960	21,200	
Gross Factor	25%	3,180	4,240	5,300	
Total Gross Sq. Ft		15,900	21,200	26,500	
Enrollment		120	160	200	
Sq. Ft/Student		106	106	106	

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[49] The space needs projected for years one and two do not include a gymnasium or auditorium space—though it is desired. We anticipate using an off-site location or parking lot-based recreational space for recreational activities, as it done by many schools without a gym. The founders understand that while desirable, the availability of a property designed for these dedicated activities will be limited. We would necessarily include these spaces in the design and construction of a permanent facility owned by WDS.

The founders of WDS understand that prior to the granting of full approval, the school officials must have acquired title to or otherwise secured title and/or Certification of Occupancy for the use of a facility.

Facilities. Founders have worked with local real estate experts at Long & Foster to assess the current real estate market and identify several potential facilities. The founding group will have 6-10 months post authorization to complete a facility search, negotiate a lease or purchase agreement, and oversee renovations. We anticipate leasing a facility for at least the first three years of operation before acquiring a permanent facility for the school. However, we will explore all available properties for lease and sale.

Estimated Facility Needs			
YEAR 1: 2013-2014		**FULL CAPACITY: 2019 - 2020**	
Total Students: 120		Total Students: 440	
Classroom #	6	Classroom #	20
Classrooms SQ FT	750	Classrooms SQ FT	750
Breakout Rooms #	1	Breakout Rooms #	5
Breakout Rooms #	400	Breakout Rooms #	400
Academic Support SF	400	Academic Support SF	400
CLASSROOMS SQ FT TOTAL	**6000**	**CLASSROOMS SQ FT TOTAL**	**15000**
Offices #	4	Offices #	9
Main Office	0	Main Office	1
SQ FT each	200	SQ FT each	200
OFFICES SQ FT TOTAL	**800**	**OFFICES SQ FT TOTAL**	**1,800**
Teachers' Work Room	400	Teachers' Work Room	1,200
Kitchen[*]	700	Kitchen[*]	700
Multipurpose Room[*]	2,000	Multipurpose Room	3,000
Hallways, Bathrooms	2,000	Hallways, Bathrooms	6,000
COMMON SPACE SQ FT TOTAL	**8,550**	**COMMON SPACE SQ FT TOTAL**	**24,300**
[*]*Without these spaces*	5,850		

Anticipated costs are based on an assumption of $12.00 per square foot as provided by local real estate experts. These costs are included in the operating budget found included in Attachment C.

All students, parents, staff, and visitors who are physically challenged will have full access to the school facility in accordance Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 791 et seq.) and its accompanying regulations. All students will be provided with the access, services, and accommodations necessary to assure their full participation in the educational program, in full compliance with all applicable laws and regulation including the Americans with Disabilities Act. The accessibility costs for the facility, if needed, are included in the renovation expenses.

b. **Site Renovation**

Identification of Permanent Building and Its Suitability for the Proposed School

At this point in time, we do not have independent plans to renovate an existing public school building that might be readied for occupancy by August 2013 (or operational Year 1). However, the Real Estate committee has implemented multiple strategies/methods for identifying prospective sites to include the

following: contacting multiple brokers, discussions with church leaders (with available and renovated space), non-profit developers---and simply driving around the target wards.

Immediately following a favorable review of the charter application, the founders will also contact the Shiloh Board of Trustees and Pastor, and Building Hope regarding the school's participation in its Charter Incubator Initiative Program. The 'incubator' program typically renovates vacated public school buildings for start-up public charter schools and is an ideal site identification and renovation vehicle for our school. With regard to the identification of a permanent building, this activity will be the primary responsibility of the DOO and the Real Estate sub-Committee of the Board.

c. Financing Plans for Facilities

As indicated above, Mr. Williams (of the founding Board's Real Estate subcommittee) and Terry Bunton will guide facility identification and financing. Mr. Williams, as a real estate professional (and founding member of DC Prep), and the Lead Founders are familiar with the unique real estate acquisition and finance needs of a start-up charter school. The school will rely primarily on the per pupil facility allotment to support the payment of lease and leasehold improvements (not covered by the landlord). The school's 'financial model' demonstrates WDS's capacity to lease space (see the chart below for space needs) assuming that the *net* rental/occupancy fee (including taxes and operating costs) does not exceed the $3,000[50] per pupil facilities allowance for a charter school. The lease and rental rate, assumes a minimal amount of renovation or retrofitting and that the space is move-in ready. At this time, regardless of what site is chosen, we will need to determine and/or negotiate whether any leasehold improvements needed (this scenario presupposes he space is not ready for move-in) are to be financed by WDS and performed by the landlord or the school.

We will lease our facility during the start-up years 1 through 3. Our goal is to develop a financing plan that will allow us to purchase a permanent facility in our fourth year of operation. Mr. Williams of our board has begun meeting with city officials to explore the process for securing a bond issue from municipality.

d. Building Maintenance

WDS has reserved funds in our operating, to cover the cost of building maintenance and janitorial services for Year 1. The DOO will be responsible for ensuring that the site/facility selected meets all applicable building codes and standards required for occupancy are continuously met by the school, as required by the authorizer and the District of Columbia's Department of Consumer Affairs (DCRA).

Should the school become part of the Building Hope Incubator Program, we would utilize the services of the Building Hope janitorial and maintenance company. All permits, occupancy licenses, building code requirements would be obtained and managed in collaboration with the Building Hope, Office of Real Estate.

5. Recruiting and Marketing

a. Outreach to the Community

Outreach Plans

WDS is committed to providing a rigorous educational opportunity to and equitably serving all students who are resident of the District of Columbia. The school plans to serve students in grades Kindergarten through 8th, enrolling its first classes in SY 2013-2014

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[50] Facility allowance figure for SY 2011 provided by the District of Columbia Public Charter School Board. The allowance is further divided into $2,800 from the District of Columbia budget and $200.00 from the Office of the State Superintendent of Education (OSSE)

In keeping with our mission, goals and philosophy that "parental and community involvement are essential ingredients for student success, the founders will engage parents early and often. To support this philosophy, our outreach efforts will include, but not be limited to the following[51]:

WDS outreach efforts through reaching out to all District Kindergarten through 2nd grade students and parents will emphasize on enrolling students of Wards 6, 7 and Ward 5 (Appendix Demographic Analysis). WDS founders will publicize the school throughout the communities of Wards 6, 7 and Ward 5 using a variety of strategies. WDS will offer classes including technology training (and Diploma Plus) for parents and adults. We will provide space on weekends to the community for meetings and small events. WDS will seek to become a polling station for the D.C. Elections board, as we believe this opportunity will provide our students with real-life experiences regarding the U.S. electoral process and the importance of exercising their right to vote.

It is important that parents have trusted members of their community on the board to make important decisions on their children's education. We will have two parents on the Board as Directors.

Scheduled meetings- Our recruiting committee will schedule meetings with Ward 6, 7 and 5 community, civic and business leaders. It is our hope that by building these relationships we will show our commitment to establish a positive relationship with students and their families and be good neighbors within the community.

Print, Radio and Social Media- WDS will advertise the school through a variety of advertisement opportunities including print media, The Washington Post, The Washington Informer, East of the River Hill Rag, The Washington Parent Magazine, The Southwester and American Student Lists. The school will advertise recruiting dates on local area radio stations that include AM and FM stations. Members of the committee have contacts for all radio stations to schedule interviews with radio and print media to discuss WDS to give informed interviews for their listeners and readers alike. Finally we will also advertise on all social media networks to include Facebook, Twitter, LinkedIn, Idea Share, etc.

Discuss how the information about the school will be publicized throughout the community
See Section C. 5. Below, for the WDS public information dissemination plans to recruit students.
How will or can the school be a resource to the community?
In order for the school to be a strong educational entity and to become part of the fabric of the community, we will look at the 'whole' child and their families. We must also look at the developing and offering a continuum of services for the parents and the residents of the community in which we are located. The school hopes to be a 'community' school and also offer extended learning hours and classes for parents. The school hopes to offer the following (as part of being a resource to the WDS "community" and the general community:
- a *Diploma Plus* and/or **GED** program and program information for interested parents;
- **a Parent Center** for parents to meet during the school day for coffee, to have informal and formal discussion groups on student related issues (and to simply interact with and get-to-know the parents of their children's classmates);
- **ESL classes** for the parents of our LEP/ELL students
- After school **world language classes** for non-native speaking parents
- '**Dads' for Doughnuts**" monthly discussion group for men of the WDS community to discuss adolescent child-rearing.
- **Financial Literacy** program for parents (offered by United Bank at WDS)

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[51] In many instances the outreach efforts and recruitment strategies will intersect.

WDS **PCS Charter Application – February 1, 2012**

The above planned WDS service and resource 'agenda' is ambitious for a start-up charter , but critical to our whole-school mission of not only engaging our parents around academic and classroom activities/issues—but to also attempt to address some of the unmet needs of our parents. Research indicates that most (if not all) schools designated as 'high performing' or 'blue ribbon' schools, have integrated programs for parents during both the school and extended day times.[52] We seek to replicate best practices on parent involvement in and through our school, and will be talking to charter leaders across to country to discuss the successes, obstacles and barriers to implementation in this area.

Identify relationships with community groups/organizations that will assist with outreach and recruitment efforts
The founding group understands that engaging community in the stages of planning for the school – builds enduring trusts and confidence in the school leaders and a 'buy in' to the school growth and sustainability (over the long haul). As mentioned earlier, the members of the founding group (coordinated by the Founders) began meeting with select clergy, teachers, neighborhood association leaders, interested parents and representatives of community organizations to not only gauge, but to solicit their support for and assistance with outreach and recruitment efforts for WDS. Those groups include, Allen AME Church, Pilgrim Congregational Church , Shiloh Baptist Church, Vicar Robyn Vaughn/Howard University/Divinity School, Covenant House, THEARC (Office of the Executive Director), Concerned Black Men, and City Year.

All of the above mentioned groups have committed to providing volunteer assistance with outreach to include: leafleting, phone-bank support, regular announcements about the school during Sunday services, use of church and organization space to hold regular 'informational' and meet and greet sessions with parents and other interested stakeholders. The Lead Founder (during the planning year) will continue to build upon these relationships to network with other community groups and churches in the target wards. Finally, at this point in time, we are not proposing an outreach plan that is reliant or influenced by conversion efforts of a proposed or existing site. Once we finalized our site acquisition plans, we would necessarily factor the dissemination and publicizing of this information to members of the community

b.   Recruitment of Students

Open Enrollment Plan: How will the School recruit students and provide for Open Enrollment.
WDS initial target student population in Years 1-3 will be Kindergarten through 2nd grade students **only**. Open enrollment of students will begin December 2012 to coincide with the convening of recruitment 'expos' held by the independent, parochial, charter and public school systems and associations.   Open enrollment sessions will continue until August 2013 (and the commencement of the school's Academic Summer Scholars 'Boot Camp'). It is highly unlikely that in our first year of operation that the school will be over enrolled or oversubscribed. However, if the school does reach its enrollment goal prior to March 31st, 2013, our lottery date will be on April 1, 2013. Staff and volunteers will continue enrollment efforts. Enrollment efforts will be ongoing throughout July and August 2013, with staff and volunteers.

Beginning in year 2 [53], the school will continue to add grades, eventually reaching grade 8 and the limit of this application.

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[53] WDS is a 'public' school, and as such is tuition-free and has no entrance requirements for children and families who are residents of the District of Columbia, and who have successfully completed the requirements for promotion from the sending school. The unique academic and character development program of the school is best achieved, when we are able to 'grow' and orient our students to the WDS "way" upon entrance. Clearly we will not be able to enroll students for which we have no class or grade (e.g., we would not be able to enroll a student seeking a 7th grade

Recruitment Plans

1.Recruitment and Outreach Plans to Recruit Students

WDS will take the following steps to outreach to potential students and their families:

1. Convene bi-weekly information sessions at local community centers, housing developments, shopping malls, family shelters, churches, etc. to discuss the school's mission and educational philosophy;
2. Utilize third party mailing list (or district-mailing list if available) to send information and applications to all eligible families (in their home language);
3. Attend and participate in all parochial, independent, public and charter school recruitment fairs and 'expos' and disseminate information and applications about the school;
4. Meet with social service providers to disseminate information to parents/guardians and social workers working with clients who are foster children, and/or homeless children and their families.
5. Meet with professional associations and trade groups to inform them about the program to and to encourage dissemination of the materials to their membership.
6. Meet with the guidance counselors and/or principals of targeted feeder-sending schools (PreK) to determine their receptivity to WDS, disseminating information to parents and/or their students or presenting to or participating in school in-house recruitment fairs.
7. Hold regular (weekly) information sessions at WDS planning year offices (Year 1).
8. Create a multi-lingual website with application information. The website would be launched in fall 2012 and be available for viewing year-round.
9. Establish school 'presence' on relevant social networking sites (e.g., Facebook, Twitter, LinkedIn, Google Chat.
10. Advertise on radio (AM and FM), in print, and through nonprofit, church and community partner networks and mailing lists. Targeted recruitment in publications in the Hispanic, Ethiopian, Somali news outlets (and service organizations) to ensure that our enrollment demographics mirror the evolving and shifting demographics of the city.

Outreach and recruitment is daunting for schools, and particularly so for a start-up school. In our early years (1 through 3), before our reputation as a 'good' school is firmly established, our recruitment efforts will also rely heavily upon our partnership with area churches and non-profits—both as recruitment sites and as well-networked recruitment sources. Additionally, we plan to have information sessions co-organized by local non-profit, ethnic restaurants, 'special interest' civic groups to ensure that Spanish-speaking , Amharic and/or other linguistic minority families know about the opening of our school, the proven track record of our model, and the charter school application process.

Our recruitment efforts and materials will be designed in order to persuade young students and young parents that WDS is a school that is 'built with them in mind". We will do outreach through local radio stations. As mentioned above, we will also maintain a lively and robust social media presence through the school's website, neighborhood listservs, Twitter, Facebook, LinkedIn and YouTube postings . We

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program in Year 1….there is no seventh grade). In this instance, and should it be necessary, the school will assist parents in obtaining admission to other public and public charters providing that grade level offering.

[54] One requirement of the McKinney Vento legislation that is of particular import is its requirement that federally funded institutions provide for 'an extended enrollment period' as part of a school enrollment planning schedule and timetable. As such, the recruitment and enrollment timetable will be **so extended** and made 'flexible' to accommodate the unique needs of this particularly high-risk and vulnerable part of our student family.

will also 'get the word out' about WDS at the local Y's, recreation centers, sporting events, the District of Columbia Housing Authority and through local churches (in the targeted wards), mosques, and newspapers (i.e. East of the River, City Paper, Northwest Current, etc.)

Finally, as with other most successful school recruitment campaigns, our most effective outreach and recruitment after our first year will happen through **word-of-mouth** across community, cultural associations, and kinship/family networks. We expect that families will seek to send siblings and cousins to WDS once one family member has enrolled and has experience academic success and beneficial personalized experiences. Indeed, after the first year, (and it has been the experience of a number of the founders) that letting students, parents and families serve as 'ambassadors' and 'do the talking' is among the most effective (informal and formal) recruitment strategies.

Recruitment and Parent Involvement

Describe how the founders will be in recruitment efforts and the resources they will bring
Among the written and articulated performance expectations for the founders, is that they leverage their considerable positions in their professional lives and experiences by regularly meeting with community leaders, prospective parents and other stakeholders to present the mission and vision of the proposed WDS Public Charter School. We know that parents are seeking people who are talented, experienced and trustworthy advocates for children to govern and manage their children's schools—and our founders have and will make every effort to earn that trust.

Our founders have begun meeting with parents, staff of non-profit organizations (THEARC, Project Hope, Covenant House, Concerned Black Men, Delta Sigma Theta Sorority/Greater Washington Chapter, Alpha Kappa Psi/Greater Washington Chapter, clergy (Shiloh Baptist Church, Allen AME, St. Martin's Baptist Church, Holy Redeemer Episcopal Church) and select political leaders of Ward 6. The founders are committed to ensuring that our school is a 'good neighbor' in the community that we will serve and we will continue to schedule regular 'Meet WDS' sessions throughout planning year.

4.Recruitment and Enrollment Strategies for Homeless Students and Families:
Process to recruit, enroll and retain homeless, or 'wards of the state' (See McKinney-Vento Homeless Assistance Act of 1987 as amended)
A review of the literature on childhood homelessness reveals a 'profound and accumulative negative effect' on the development of children, leading to many repeat the cycle of homelessness as adults. According to the research, homelessness inhibits the cognitive, behavioral, and social development of children. (From "*Homelessness and its Effects on Children*", Family Housing Fund, 2009). The founders of WDS intend to affirmatively observe and be fully compliant with the terms and requirements for recruiting (and providing supportive services) to children covered under the McKinney-Vento Homeless Assistance Act of 1987.[54] As mentioned……, the school will reach out (and conduct information sessions, provide flyers, etc.) to the District's Child Family and Protection Services agency, family shelters and other agencies identified as providing services to homeless children and/or their families. WDS staff will also meet with families to facilitate and support their understanding of the application process and all other (information/document) requirements needed for enrollment.[55]

At no time, will homelessness or 'lack of a residence' be a legitimate reason for determining a student's eligibility to enroll in the school. We will work with the families and their service providers to assist then

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[54] One requirement of the McKinney Vento legislation that is of particular import is its requirement that federally funded institutions provide for 'an extended enrollment period' as part of a school enrollment planning schedule and timetable. As such, the recruitment and enrollment timetable will be **so extended** and made 'flexible' to accommodate the unique needs of this particularly high-risk and vulnerable part of our student family.

[55] As part of the process of recruiting and enrolling homeless children, the school will identify the local McKinney-Vento Liaison to discuss transportation planning and the unique transportation needs of/ for children who fall into category.

in understanding and meeting the residency requirements for all students attending a public school in the District of Columbia.

The school will, as necessary, dedicate (or reallocate) resources in our budget, should it be determined that we are not effectively outreaching and enrolling homeless students (or 'wards') in our target communities.

Process for Retaining Homeless Children
Any student identified as homeless or a 'ward' of the state will meet with the Dean, counselor and Student Support Team on a regular basis to discuss and mitigate any barriers to their regular attendance at WDS. Parents, the student's Advisor and/or teacher, and/or service providers will also be expected to attend and/or will be informed of these regularly scheduled meetings. Intervention strategies will be communicated in person, via phone or in writing to the relevant person mentioned above.

Application Enrollment Process and Policy
WDS will be open to all students who legally reside in the District of Columbia. WDS will not discriminate (in its recruitment and enrollment policies or practices) on the basis of race, color, national origin, creed, sex, ethnicity, sexual preference/orientation, mental or physical disability, foreign language. Students who are identified or self-identified as homeless or wards will be given additional care, support and flexibility during the outreach through enrollment process. The school will develop an easy-to-complete application (available by fall/winter 2013) that will be available on our website and as a hard copy handout.[56]

WDS will begin recruiting students beginning in the fall of 2012. The deadline for submission of the application will be April 1, 2013. Students will be considered 'admitted' once they have completed the application and residency is verified. All other documents will be required by April 1, 2013, unless other arrangements have been made with the WDS Business Manager. A lottery will be held (if necessary) on April 1, 2013. The date of the lottery will be publicized on the WDS and authorizer websites. A sample lottery process is presented below:

SY 2013-2014 (Year 1) Lottery

Student Group	Ranking or Priority for Enrollment	Seat Availability
K through 2nd grade students who reside in Washington, DC	1st	

SY 2014-2015 (Year 2) Lottery

Student Group	Ranking or Priority for Enrollment	Seat Availability
Siblings of students already enrolled @ WDS.	1st	
Students who are residents of the District of Columbia	2nd	

SY 2015-2016 (Year 3) Lottery

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[56] The school's application will have a 'side bar' in Spanish, French, Amharic, Somali and other languages, for parents of students who do not read English. The 'bar' will direct them to the school's telephone for further instructions on the application and enrollment/admissions process. The application will not ask any questions regarding potential ELL needs, special education needs, country of birth, or any other information that could be construed as being used in any way to bar admission into WDS.

Student Group	Ranking or Priority for Enrollment	Seat Availability
Siblings of students already enrolled @ WDS.	1st	
Students who are residents of the District of Columbia	2nd	

Over Enrollment: Process for Enrolling Students if more apply than the negotiated level in charter – Wait List Policy Waiting List/Lottery

Should the school have more applicants than available seats (i.e., or be overenrolled/ reach enrollment capacity) after the enrollment commitment deadline, the following process for managing 'over enrollment will be implemented: A lottery will be held on April 1, 2013 and the school will maintain a waitlist. Students will be enrolled from that list, in the order that they applied should an enrolled or 'accepted' student fail to enroll, withdraws and/or a seat becomes available in their respective grade or other classes in subsequent years. The waitlist will be 'rolled over' from year to year, and parents will be contacted annually to see if they have a continued interested in enrolling and to update their contact information. If a student is offered enrollment (from the waiting list) and then declines, s/he will lose their place on the waiting list.

The schools lottery will be conducted publically on April 1, 2013. Student's names will be drawn by an objective selector, and recorded in the order in which they were selected. Families of the first students will be contacted by telephone or in person during the following week, and asked to confirm their interest in enrolling their child. Families of the remaining applicants will be contacted and informed of their position on the school 'waitlist.' Waitlisted siblings will be given preference for seat availability and admission over waitlisted non-siblings, on a case by case basis. Siblings must be residents of the District of Columbia and have completed all promotion or graduation requirements of the sending school. Parents may contact the Registrar and also be able check their placement on the waitlist by viewing the school's website.

6 Timeframe for student recruitment and enrollment procedures for sibling.

The following represents the WDS timetable for student recruitment (to include lottery and enrollment deadlines). See also Section C. Plan of Operations Timetable for Registering and Enrolling*.*

Open Enrollment, Re-enrollment, and Sibling Enrollment 'Preference' Timetables	
Open Enrollment/Recruitment	Ongoing December 2013 through April [57]1 of each year
WDS parents receive Intent-to-Re-enroll forms for matriculating students	February 2014
WDS parents receive Sibling Intent-Enroll Forms Parent Notification of Sibling Enrollment Status	February of every school year March 1 and ongoing through September
Enrollment Commitment Deadline	April 1 of every school year

Sibling Enrollment Policy

WDS will offer enrollment 'preference' to siblings of students who are matriculating at the school. Each year (beginning in February), parents of enrolled students will receive a form (this information/policy will also be articulated in the WDS *Parent & Student Handbook*) asking of their intent to re-enroll their

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[57] In our first year, the school may extend the open enrollment deadline to June 1, 2013, should there appear to be 'short fall' in applications to our new school. The authorizer will be notified of this adjustment, and all public information and recruitment materials will reflect this change.

student and of the school's sibling 'preference' policy. Interested parents will be asked to meet with the school's business manager to complete the necessary form to begin the enrollment process for their other child or children. The sibling preference policy is in keeping with the school's goals of building and growing a 'community of families' and 'family' of learners' among our students and their families.

Describe the recruitment and strategy for location in area with high number of other charters, public school or parochial school offerings. How will this effect or impact enrollment or programs of these surrounding or like schools?

The founders of WDS recognize the growing demand by parents for high performing schools that will prepare their children for the fullest possible participation in the 21st century and global economy. While we understand that there will be 'competition' for students wherever we might locate (and schools in close proximity may be more immediately affected[58]) --- we do believe that the uniqueness of the WDS comprehensive course offering will make us competitive in the marketplace to parents as well. WDS seeks to be located in Ward 6, 7 or 5.

Under Enrollment: ***Process for strategy for implementation and sustaining the program if fewer students enroll than the negotiated settlement***

The school's budget assumptions for Years 1 through 5 are based on enrollment projection of 40-75 students per grade. Our financial plan allows for some 'wiggle room' should our school be under-enrolled by the Enrollment Audit 'count' date. and under-enrollment without violating the integrity of the academic, non-academic and staffing plans of the school. The school will develop a contingency plan that would shift a number of the full-time equivalent (FTE) and benefited staff positions (temporarily) to contract and non-benefitted. Similarly, a number of positions and activities can be picked up by federal entitlement and federal entitlement start-up funds.

c. Future Expansion and Improvement

		Projected All Student Enrollment Years 1 – 5 (to include English Language Learner and Special Education Student Enrollment Projections SY 2013 – 2018										
School Year	**K**	**1st**	**2nd**	**3rd**	**4th**	**5th**	**6th**	**7th**	**8th**	**TOTAL** Enrollment Target by School Year	Special Education (to include: 504 & Levels 1-3 students)	English Language Learners (ELL)
2012-2013 (Year 0)										Planning Year – No Student Enrolled During This Period		
2013-2014 (Year 1)	40	40	40							120	13	12

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[58] Research indicates that students in the lower and middle grades typically 'walk' to school, and as such the neighborhood DCPS and/or charter school will be more immediately impacted by the presence of another middle school coming on line. It is not our intention to negatively impact another school or their programs, but rather to expand the educational opportunities for parents and students seeking a school that is standards an inquiry- based and offers a unique character development program, exposure to a world language and an international themed course of study via the International Baccalaureate program. Currently, there is only one charter high school (in Ward 8) that has formal plans to offer the IB program and 1 DCPS high school (Banneker HS) that does. The School Without Walls is currently the only DCPS school that is beginning to offer an early college model in conjunction with the University of the District of Columbia. A number of public charter high schools do offer dual enrollment options for eligible students.

2014-2015 (Year 2)	40	40	40	40						160	17	16
2015-2016 (Year 3)	40	40	40	40	70					230	24	23
2016-2017 (Year 4)	40	40	40	40	70	70				300	31	30
2017-2018 (Year 5)	40	40	40	40	70	70	70			370	38	37
2018-2019 (Year 6)	40	40	40	40	70	70	70	70		440	45	44
2019-2012 (Year Seven)	40	40	40	40	70	70	70	70	70	510	52	51

WDS projects an ELL enrollment of 10%. However, demographic shifts may dramatically alter that figure upward. As indicated above, the school's Founders are developing plans and instructional strategies (e.g. sheltered immersion training for teachers, push-in, limited pull-out, TESOL, recruiting bilingual student instructional/academic and support staff) to enable the school to be best prepared to educate/instruct these students (utilizing best practice instructional and support practices) should they enroll in greater numbers at WDS.

Please note the above chart does not factor in student attrition over the course a year. Experience and research in the area tells us that many of the students who are part of our 1st cohort will have transferred to other schools, moved, or leave the school entirely before the 'exit' or graduation. As such, the figures above are based on 100% enrollment/retention, and/or 'refilling' of a grade, should a student drop-out, fail to reenroll, etc.

Describe the school's plans for expanding school facility, attracting additional qualified staff, and acquiring other resources needed to serve a larger student body.

The school hopes to execute a 3-4 year occupancy lease and become part of the Building Hope Charter School Incubator Program. See above for plans for expanding the school facility.

Recruiting a qualified staff is difficult even for established schools. Recruitment and casting the net widely but strategically requires not only planning but resources. We have looked at the literature in this area and a number of practices have been suggested to secure highly qualified teachers: 1) provide modest merit pay bonuses based on good student performance outcomes, 2) provide support for training and opportunities (such as a teacher interested in becoming nationally board certified) and 3) add the provision of private sector-competitive retirement, pension and/or health benefits. The Board of Directors will be meeting with professionals to assist in this area.

Section C. Plan of Operations

1. Student Policies and Procedures
a. Timetable for Registering and Enrolling

WDS will use the following timetable for registering and enrolling students (including students who are identified or self-identify as homeless) beginning in Year 1 or SY 2013. The timetable also provides endpoints (or cut-off dates) for acceptance of enrollment forms. The school's registration, enrollment/admission process and timetables will comply with all sections of the McKinney-Vento Homeless Assistance Act of 1987 (as amended) as it relates specifically to those students identified as homeless. Lottery and enrollment/admissions deadlines are also provided below:

Activity	Date
Recruitment/Enrollment:: Open Enrollment Period*	November 2011-April 1, 2012
"Getting to Know Washington Day School" Informational Seminars	November 2011- March 2012 April – July 2012 (as needed)
Lottery (if needed)	April 1, 2012
Intent to Enroll Forms Completed	June 1, 2012
Registration & Enrollment: Admission: Submit Forms: 1)Authorization to Release Academic Information, 2)Information Form,3) Home Language Survey, 4)Immunization Records, 5)Prescription Medication Use Form,6),DC Residency Verification 7) Universal Field Trip Form, 8) Student Use Form, 9) Parent 'Commitment to Excellence' Agreement Form	January through August 17, 2012 [Once a family has submitted a completed application, the school will considered that student as a registered student. Once a family has completed all of the nine forms listed, the student will be considered officially enrolled as a WDS student.
Student Academic 'Boot Camp' &Orientation	August 2012 (specific dates TBD)
Parent/Family Orientation	August 28, 2012
School Year Begins	August 30, 2012
*Students who self-identify or who are determined to be homeless will be allowed 'flexibility' in the submission of all forms (specifically with regard to DC residency verification). No homeless student will be denied admission because they are unable to submit these forms. The school will work with sending schools, shelter staff, other family, and social/mental health service providers to support the enrollment and retention of any student classified as homeless under the McKinney-Vento Act. In order to protect the well-being of all students (and staff) attending WDS, proof of immunization must be provided by all students, regardless of their residency/living status	

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

Enrollment Policy

The enrollment policy (and practices) for WDS are guided by recruitment practices that are 'aimed' at any K-8th grader (as the years progress) in the District of Columbia who is motivated/interested in a rigorous course of study, wants to study/learn a 2nd and 3rd language, and is eligible to enter the one of these grades in September 2013.   To initiate enrollment, parents and students are then required to complete (either on line or by filling out a paper version) and submit it to the school's Registrar. It is our policy that a student will be considered **'admitted'** once the school has received a signed application. At that time, the student's name, address and sending school will be entered in our student database. Parents will receive a letter, email and/or phone call informing them of the remaining documents needed to complete the admissions and enrollment process at WDS. A student will be required to (if they have not previously done so) submit the following documents before they are considered officially **'enrolled'** as a WDS scholar-leader: 1) proof of DC residency; 2) completed and signed Home Language Survey; 3)proof of

immunization and medical exam within the last 12 months; 4) complete WDS authorization for access to prior school records; 5) prescription medication use and authorization to administer form (if applicable); See section above for remaining forms.

Summer Orientation and 'Boot Camp'

All enrolled students and their parent(s) will be required to attend separate orientations as part of the school's enrollment policy. Students <u>will be required</u> to attend the Summer Academic 'Boot Camp' Orientation, and parents will be required to attend the New Parent Orientation Seminar (held in August before school commences). Both the student "Boot Camp' and new parent orientations will provide information regarding the school's 'community of learner' values and culture, the Lower School curriculum, the school uniform policy, and attendance & conduct/discipline policies, practices and requirements at WDS.

Students and parents enrolled after the first day of school <u>will be required</u> to participate in a truncated version of the abovementioned orientations before the student may begin taking classes formally at WDS.

Student Withdrawal

Parents seeking to withdraw their student from WDS will be asked to meet with the HOS prior to being officially withdrawn. At that time, the HOS (or designated staffer) will conduct an 'exit' interview to determine the reason or reasons for the withdrawal. The parent will be given a WDS Withdrawal and Transfer Form, which will authorize the school to release the student's records to their new school, and a checklist of returned school books and supplies. Given the minor age of our students, parents must provide evidence that a child is being re-enrolled at another school.

The school will seek to do everything 'reasonably' possible to militate against the withdrawal of any of our students and their families. However, the policy of the school is that a family may withdraw a/their child student at any time.

Rarely if ever, will the school seek to initiate the withdrawal of a student—but it does happen. The School's student support service apparatus is in place to work with parents of students who have difficulty adjusting to school, and/or working with teachers, administrators and other students. Families will undergo a 3-step/tiered program to determine the severity of the child's issues and if there is a prior history of similar child and/or family behavior. The child and family will be referred to in-school counseling and/or referred to the school's contract school psychologist and therapists. If it is found to be in the best interest of the child to institute a core evaluation, seek another school placement, and/or withdraw from the school-- the parent will be notified and involved in testing, withdrawal and/or outplacement of the student.

See disciplinary policies (i.e., suspension, expulsion) for students with Individual Educational Plan (IEP) in the section below.

Suspension, Expulsion and Other Disciplinary Student Policies

Student achievement is dependent upon a positive, safe, caring, vibrant and academically rigorous school community. Creating a safe and structured environment (from its inception) will allow WDS teachers to use every minute of class effectively to nurture each student's academic and personal talents and accomplishments. To this end, the school will enforce a 'no excuses' ethic coupled with a strict code of behavioral guidelines, which does not tolerate disruptions, disrespect, threats, fights, weapons, drugs, or alcohol. Behavioral expectations will be clearly articulated to students and their families before the start of the school year at the student and parent information and orientation sessions—and reiterated often

during the school year. The School's 10 "Non-Negotiable"[59] behaviors will be posted on the school's walls, and expectations will continually be emphasized throughout the year.

The elementary and middle school years represent a critical time for students to learn to regulate and monitor their behavior. To that end, WDS will use the same awards and demerit system utilized by high performing schools across the country. Our program will be adjusted for each grade level to reflect students' understanding of the school culture and their adolescent development. When students commit (small) infractions to the Code of Conduct, they will earn demerits. When students earn a certain number of demerits in one week, they will serve an after school detention. Demerits will be tracked throughout the year as one measure of student behavior and progress. All students will start with zero demerits each week. Unexcused absences will earn an automatic detention, (with parental notification) on the day following the absence.

"**Excellence Points**" (E-points) will be awarded for actions that reflect specific values addressed in the WDS creed (e.g., volunteering to clean up the classroom, completing an extra-credit project, or helping a peer study for a test). Only staff members can award **"E-points"** to students, and students and parents will be able to see their cumulative **creed deed points** (as well as their number of demerits) updated and posted daily at school. Students will "cash in" their E-points at bi-monthly auctions where E-points can be redeemed for gift certificates and prizes. Students who earn the most Creed Deeds in a set period of time are honored at the Town Hall/Community Meeting and in Advisory. In this way, our school further develops good character and fosters a sense of community, respect, honor, service, leadership and 'being excellent' among students and teachers.

Suspension and/or Expulsion of Students with Exceptional Needs (IEPS and/or 504 Plans)
Students with special needs will follow the same school-wide discipline and incentive program as all students with added support from the Academic Support Services staff[60]. For example, daily behavior charts, additional individual check-ins, shorter term incentives, Behavior Intervention Plans, and Behavior Reflection sheets will be used for special needs students with additional behavioral challenges.

The HOS, with input from the Special Education Coordinator (in Year 1) will be responsible for deciding the suspension and/or expulsion status of a student with an IEP or 504 Plan. No student will be suspended and/or expelled by WDS, unless we have exhausted all proper procedures that are in the best interest of the child. Expulsion decisions will be vetted with the school legal counsel. In Years 2 -5, suspension and expulsion decisions will be managed by the school administrative team. All expulsion 'recommendations' for students with IEPs and 504 plans will be presented by the Special Education

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[59] The school's 10 "Non-Negotiables (borrowed from the MATCH public charter list of 'non-negotiables) are designed to foster an effective learning environment. The 'non-negotiables for 2012-2013 will be: 1)Students must attend school daily, arrive on time and remain in school for the entire day, 2) Be focused on learning and take actives throughout every class, 3) Arrive on time to each class and be seated and silently working on the "Do Now' when the first bell rings, 4) Follow the WDS dress code daily, 5) Respect all members of the WDS community, 6) Be prepared for every class by arriving with the necessary tools to effectively participate, 7) No cellphones or electronic device usage during the school day, 8) Respect the building all community property, 9) Always have permission before leaving the classroom, and 10) Complete all assignments with academic honesty and integrity. The non-negotiables will be revisited annually; however, they will apply to both the Lower and Upper Schools equally.

[60] The IDEA will provide direction for the suspension and expulsion for students with IEPs and 504 plans. The Special Education Coordinator will be responsible for developing behavior intervention plans, convening all disability determination meetings, and suggesting modifications necessary to address the behavior of any students with an IEP.

Coordinator to the HOS for approval and will be done in accordance with existing laws, specifically those outlined in the Individuals With Disabilities Education Act. To ensure this policy is followed, all staff members will receive an orientation on the status of children with special needs, and their rights under the law. WDS plans to partner with the Children's Law Center to facilitate discussions, answer questions and provide guidance on specific students, without disclosing names or other identifying information as protected by the Health Insurance Privacy Act (HIPAA).

All parents and students will receive a Student and Parent Handbook at the parent orientation in August 2013. The WDS *Code of Conduct* can be found in its entirety in the handbook. The Code of Conduct will be reviewed annually by the Family Council, HOS and the Board of Directors. The *Code of Conduct* and Handbook, and any updates, will be submitted to the authorizer on an annual basis and/or as required.

Non-Resident Students: WDS Enrollment and Tuition Reimbursement Policy
Families with children who seek to enroll in WDS, who do not reside in the District of Columbia, C. will be required to pay tuition at rate that is established by either the Office of the State Superintendent of Education (OSSE) or the District of Columbia Public Charter School Board.

2. **Human Resource Information**
   a. **Key Leadership Roles**

The following provides the names and qualifications of the individuals who will hold key leadership positions at WDS during the pre-opening planning year (Year 0), and Years 1 through Year 5.

Regina Rodriguez, Head Of School **(100%)**
Regina Rodriguez is an educator, researcher and administrator with over 25 years of successful experience in public and independent schools, higher education and the non-profit sector. She will serve as the school's HOS and instructional leader. She has served as a teacher, high school assistant headmaster and co-principal—and also played a prominent role in state-level policy work in Massachusetts. Through her work and work at MIT, Harvard, and the New England pilot school network--she has focused on developing teacher/ school leaders as the key lever for driving academic achievement. Additionally, she has served as the Director of the Trotter Institute for the Study of Black Culture at the University of Massachusetts, Boston and Director of the Community Fellows program at MIT. As Founder and Managing Principal of two consulting organizations, (focused on providing consulting services to public sector clients including the Boston Public Schools and public charter schools in New York, California, Massachusetts and the District of Columbia), she understands firsthand the demands of growing an organization to scale. She is also a founding member and former head of School of a public charter high school in Washington, DC. She received her undergraduate degree from Hofstra University and an advanced degree from Harvard University Graduate School of Education.

The resume for Regina Rodriguez can be found in Appendix J

Terry Bunton, COO **(100%)**
Terry Bunton is an educator, dean, principal and former head of school with over 8 years of successful results working mainly with students with special needs. Currently, he heads the data department for one of the largest public charter schools in Washington. He has extensive experience in grant-writing, authorizer required reporting and the intricacies of running a public school in DC. At his current assignment, he has been responsible for creating the system's first virtual data warehouse. His Bachelor's degree is from Appalachian State University in Boone, NC. He also has two advanced degrees from Trinity University in Washington, DC, in teaching and administration. His extensive experience running

a charter school is invaluable to ensuring that WDS remains current and compliant with its reporting and other requirements from the authorizer(s).

His resume may be found in Appendix J

Other key school leaders (to be hired) will include[61]:

***Dean of Academics, Instruction and Assessment* (100%) (Y1)-** The Dean of Academic, Instruction and Assessment (DAIA) along with the HOS, will be a strong educational leader for the school. The DAIA supports teaching and learning - developing curriculum, managing the assessment agenda, collection and analysis of data, observing teachers, and planning and implementing of the professional development and in-service program. The DAIA is responsible for direct oversight of the Director of Student Support and the instructional teachers. The DAIA reports to and is evaluated by the HOS.

***Academy Leader* (to be determined) (100%) (Y1)** - The Academy Leader Each Academy Leader will be responsible for supporting the HOS and DAIA in the implementation of the Upper or Lower School implementation plans that includes the following components: Implement a K-8 phased integration of inquiry and project based learning instructional model. Implement an extended day design as well as extended learning time such as acceleration academies. Lead implementation of Positive Behavior Support, Responsive Classroom (Lower School) and/or restorative discipline program and ethic to strengthen school climate. Supervise and provide critical feedback to teachers on their practice. Serves as the principle parent liaison for the school. Coordinate and work collaboratively with external partners hired to provide professional develop and in-service programs for teachers.

***Office Manager/Registrar* (to be determined) (100%) (Y1) -** The School Secretary/Registrar is responsible for providing administrative and office support to the Head of School. The School Office Manager/Registrar will be responsible for creating and maintaining student records, recruitment information, fielding parent inquiries, and general receptionist duties. They will assist with the preparation of the monthly briefing materials for the Board of Directors. This position will be filled at .25FTE during the pre-operation planning year, and increase to full-time (1.0FTE) in Year 1. The School Office Manager/Registrar will report to the HOS and COO in Year 1. The Registrar will be a member of the Administrative Leadership Team.
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***Business Manager/Operations* (50%) –** The school will contract to use the services of an approved firm to provide off-site accounting, payroll, reporting and other financial management services during the planning year and year 1. An on-site business manager will be hired to ensure that the school is fiscally sound and managing its resources appropriately. The Business Manager will work on a day-to-day basis with the hired firm and the Head of School. This person will work with the COO to administer vendor contracts (i.e., food services, office supplies). The position will be part-time during the pre-operations year, and the person will assist the HOS and COO with purchasing, inventory and asset management, bookkeeping and limited administrative and office assistance. We have begun collecting resumes from a number of graduate school business placement offices and from MBAs with bookkeeping, accounting, office management, strategic planning and/or charter school or non-profit sector experience. The position will become full time in July 2013. The Business Manager will report to the HOS and COO. The Business Manager will be a member of the Administrative Leadership Team.

***General Counsel* -** Dr. Badi Foster and the Lead Founders are leading the search to secure permanent counsel. They have prior experience in retaining legal counsel to handle legal matters for businesses and schools that they administered. Discussions are on-going with Derrick Humphries, Esq. of Humphries & Partners, PLLC, Washington, DC (who has extensive experience providing legal counsel to start-up and

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[61] Permanent selections for the other key school leaders have not yet been made. See C.4.a. for

more mature charter schools). Upon favorable review of the WDS application, the School would seek to retain Mr. Humphries. The School has also contacted the *Pro Bono* Coordinator (Kelly Voss) of Covington & Burling, LLP to discuss the program and their commitment to providing legal assistance to organizations and education entities providing services to disadvantaged communities in Washington, DC

Tax Attorney - The school will retain Lori Booker, Esq., of Lori Booker, PLLC to prepare the school's request for non-profit status (or 501 c 3). Attorney Booker is an expert in tax and personnel law and will ensure that the school does not enter into any tax related difficulties or problems during our planning year and operational years 1 and 2. She has also agreed to enlist the services of other lawyers in her firm with varying expertise at a substantially discounted rate.

Special Education Coordinator (SPED/ELL/Gifted and Talented) Coordinator **(100%) (Y1) -** The Special Education Coordinator   will be responsible for the coordination and proper deployment of student services and assessment data management for the SPED/ELL specialists. Ensures that all teachers have access to technical support regarding special education and strategies to modify instruction to meet individual student needs; Oversees the progress of students with special needs; Coordinates the development and maintenance of IEPs; Coordinates communication and information about students with special needs; Ensures the School's compliance with special education regulations and the maintenance of accurate special education records in accordance with state and federal law; Ensures that students with IEPs receive the instruction and services required by law from qualified staff; Has the authority to commit the school's resources to address the needs of students referred to special education, students with IEPs, students with 504 plans, etc.; Coordinates meetings of the Special Education Family Advisory Council.; Serves on the Bias Review Committee; Provides and facilitates appropriate training for content teachers to become Sheltered English Immersion teachers; WIDA testing for LEP students in accordance with state and federal law; Provides services to LEP students in compliance with state and federal law.

 IT Technology Coordinator – The Technology Coordinator will prepares the school technology infrastructure plans to support the school's academic and non-academic goals for Year 1 and 2. S/he will coordinate the preparation of all documents required for our E-rate plan submission. S/he chairs the school's Technology Team. The IT Coordinator will report to and be evaluated by the HOS in years 1-5.

All of the directors/deans will have budgets to expend in order to support the successful implementation of the programs for which they are responsible. All plans and budget request to expend must have prior approval of the HOS.

Instructional Coach (Literacy and Math) – The Instructional Coaches work with teachers within their subject areas on curricular and instructional issues specific to their field l The Instructional Coaches report and are evaluated by the DAIA (with input from the HOS). Principals will participate in the evaluation of the coaches in Years 3-5.

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b.   Qualifications of School Staff

The policies for salaries, contracts, hiring and dismissal, evaluation of staff, benefits (including pensions) have not been finalized. However we have developed initial content 'standards' to serve as guideposts for the formal development and publication of these employment standards, policies and practices in the school's Faculty and Staff Handbook 2013-2014. See section 4.a for timetable under which they will be developed and implemented.

Standards Used in the hiring of teachers, administrators and other school staff

Hiring and Dismissal Standards
The hiring standards listed below are for both the Lower School and Middle School teachers and administrators. The 'ideal' WDS teacher will meet the following hiring 'standard and/or qualifications:

Level I[62] - Bachelor's degree + 0-2 years' experience in a school setting at the elementary-middle school level (Master's preferred); License or certification for an approved state department of education agency (required) or initial/provisional certification pending. **Beginner**.

Level II – Bachelor's degree + 3-5 years' experience in the subject area   (Master's preferred); License or certification from an approved state department of education (required). **Intermediate.**

Level III – Master's degree or higher with 3-5+ years of experience in content area teaching. Licensure and certification requirements same as for Levels I-II. **Master/Department Head**.

Additionally (as part of the hiring process) all teacher candidates will submit to an interview with the HOS (Year 1) and with input from the DAIA, in subsequent years. If practicable, the HOS (and/or designated staff) will conduct a classroom observation as part of the pre-hiring process. Teachers (after the initial year), students and parents will create a new-hire recruitment 'panel' to review teacher applications and to interview the finalists.

We will also be seeking teachers and staff who have experience in working within an inclusion model who can teach students with various abilities and learning styles.

Teacher Qualifications
WDS will hire a pastiche of instructional and non-instructional staff—veteran teachers and managers and those who are new to these positions. This is a 'best practice' hiring model that promotes staff satisfaction and retention, and provides for a professional environment that organically supports and encourages peer mentoring and coaching. Also, as part of the effort to seek the 'most' and 'highest' qualified staff, the school will seek to hire those who possess the following qualifications:

* Prior demonstrated experience with an inclusion, multi-sensory and other differentiated learning instructional methodologies for the range of students enrolled at the school (i.e., students with exceptional needs, advanced learners, LEP/ELL, etc.)
* Prior demonstrated experience with identifying and teaching students identified as struggling and/or reluctant learners,
* Prior demonstrated experience in identifying and teaching students, who have been identified as 'gifted' or accelerated learners,
* Understanding of the MYP 'learner profile' and prior training and or certification by the International Baccalaureate Organization (IBO) Middle Years Program instruction, guidance and/or administration,
* Ability to implement the school 'no excuses' and 'be excellent' character development model, to support the creation of a sustained safe and caring classroom environment.
* Use developmentally appropriate practices for planning and implementing instruction.

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[62] In addition to years of experience, the school will seek teachers and/or administrators with specific experience with the ages and grades for which we will be recruiting students. For example, year 1 we will be recruiting primarily teachers and/or administrators with elementary and/or middle school experiences. In Year 5, we will be seeking teachers with middle school level and content specific mastery (e.g. World History, Conceptual Physics, Latin/Spanish/Mandarin Chinese/Arabic, Computer Science, physical education, etc.) and licenses. For secondary level instruction, teachers would be required to possess the following minimum qualifications: 1) a bachelor's degree, 2) teacher certification in the subject area to be taught, and 3) demonstration of knowledge/proficiency and/or "HQT" status as defined by NCLB, DCPCSB or OSSE.

*   Ability to align the curriculum to the standards, regular develop plans and modify instruction based on a regular analysis of aggregate and disaggregated student assessment information.

*   Ability to utilize a variety of technologies (to include adaptive and assistive) to promote achievement in the classroom among a diverse set of learners.

A specific plan detailing the dismissal process has not yet been developed. However, the timetable for developing those plans are embedded and reflected in the handbook (faculty and staff). See. 4. a. Dismissal 'language' will also be part of the formal Contract to Hire document that each employee must sign prior to beginning employment with WDS.

Describe school's policies regarding salaries, hiring and dismissal and evaluation

Salary Standards

The school will attempt to ensure that the base or starting salaries of its teachers, administrators and other staff is competitive with DCPS and other public charter schools in Washington, DC. The research and experience of the founders, informs our preference for more 'veteran' teachers in the initial years. This standard presents very real and immediate challenges—since start up school have relatively smaller budgets and veteran teachers typically demand higher end salaries. Nonetheless, we will use and leverage our founder networks to recruit teachers and staff in this category. For teachers, the School will assess hiring 'preference' based on years of teaching experience on which to base a salary (within a range established by the HOS and Board) and HQT status[63]. For administrators, salaries will be negotiated individually, also based on years of teaching and administrative experience in the classroom or a school setting. The salaries below are an example of a proposed salary range and years of experience scale (teachers only):

Years of Teaching Experience	Educational Background	Proposed Teacher Salary Range
None -2	BA only; Masters	$40-45,000 $44 -47,000
3-5	BA only Masters	$47-52,000
6-8		$52-62,000
8+		Up to $70,000

Position	Proposed Administrator Salary Range
Business Manager	$50-60,000
SPED Coordinator	$55-65,000
Academy Leader	$60-70,000
Registrar/Office Manager	$35-42,000

As indicated above, the School understands that highly qualified staff will demand competitive compensation and benefits packages. Among those packages is not just health and dental benefits, but comprehensive retirement and pension plans. We will attempt to offer salaries and benefits package competitive with those of other charter schools and local LEAs (to include Maryland Public Schools, Virginia Public Schools and DCPS). The School will absorb the administrative and processing fees

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[63] All teachers will be required to demonstrate (at hire) content mastery in the subject area and grade level by minimally meeting the teacher quality standards of the No Child Left Behind Act. The school will require that all teachers be certified and/or licensed. In the instance that an exceptional candidate is identified, the HOS and/or DAIA will work with OSSE to develop a HOUSSE professional development plan for certification and licensure.

required to provide a 403 b program for all employees. The school will work with Early, Cassidy and Shilling to broker these packages with providers who have a track record with small public charter schools.

The school will also work closely with Lori Booker, Esq., also an expert in tax, financial and estate planning to assist us in developing a reasonable and structured merit, retirement and/or pension plans for staff (in Year 2).

All plans will be reviewed with our on and offsite Business Manager(s), and the Board of Directors (Finance Committee).

Staff Evaluations

The process and timetable for evaluating teachers (i.e., performance management system), will be provided to staff in the *Faculty and Staff Handbook 201-2014*. All staff will be evaluated by the HOS with input from key academic and administrative leaders in the school (See 2.a). Non-academic staff will be evaluated using the same performance management systems (PMS) as teachers and administrators. The WDS has reviewed PMPs from other public and public charter schools and will utilize these systems as guides in the development and implementation of our teacher/staff evaluation system.

At this point in time, the WDS PMS is in a nascent form. However, the following represents our early 'thinking' on the essential ingredients or elements of the evaluation plan and process:

- The evaluation and PMS will reflect teacher and administrator progress towards achieving the goals set in his or her Professional Learning Plan (PLP)[64].
- All staff will receive notification of the evaluation timetable.
- Each staff member will have a PMS goal setting meeting with their immediate supervisor. This will be where the both individual goal setting and mutual setting of performance goals between the supervisor and staffer.
- All classroom teachers will receive 5 observations-of-practice throughout the year (by a combination of the HOS, DAIA or other designated staff and/or consultant-coaches).
- All non-instructional staff and administrators will receive a formal performance evaluation.
- Each staff member will meet with his/her assigned 'mentor' (and/or supervisor) weekly. These 1:1 meetings will provide regular feedback to staff on 'progress towards goals', and provide an opportunity for the cultivation and growth of a 'professional learning community' and strong working relationship among staff.
- Each staff member will receive a 'performance review' as part of the annual re-hire and contract discussions with the HOS and/or supervisor. The review will include, but is not limited to: reports from the observations, student/parent survey results, assessment scores and student growth data.

The HOS conduct direct and manage the staff evaluation process, with input from the DAIA. As the staff expands, the responsibility for evaluating the instructional staff will be shifted to the DAIA and Principal (with review by the HOS). Non-instructional and contract staff evaluation responsibility will be the Principal's. All evaluations must be reviewed and approved by the HOS, before they are provided to the individual staff member.

Employee evaluations must be signed by the reviewer and staff person being evaluated. The evaluation will be kept in the employee's individual personnel file.

Dismissal Standards

Dismissal standards for staff have not yet been developed, however, they will be fully articulated in the WDS Faculty and Staff Handbook and discussed as part of the New Teacher Induction orientation in

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[64] All staff will be required to complete and submit a Professional Development Plan to the HOS by September 30th of every school year. The school will create an on-line (i.e., Survey Monkey), user-friendly PMS tool to lesson teacher anxiety and facilitate the submission of the data to the HOS

August 2012 to ensure that all staff are familiar with and understand the standards and consequences for violating them.

Assessment of teacher hiring standards and Compliance with NCLB standards
The primary assessment of our teacher hiring standards (and compliance with NCLB standards) will be the teacher's ability to demonstrate content mastery. All candidates will submit to an interview with the Head of School, and provide a sample lesson plan or tape of a lesson. Following a successful review of the materials, candidates will be asked to submit a portfolio profiling their best curriculum plans or materials. They will interview with a second panel consisting of a WDS Board member, the HOS, faculty and a student. These individuals will be assembled during the planning period, on an as needed basis to interview/ assist us in assessing teachers seeking employment at WDS.

All of the above standards meet and/or exceed the requirements of the No Child Left Behind Act.

Professional background, experience, personal qualities required of staff
See position descriptions above.

Staff Recruitment Strategy
The 'center of excellence'[65] of high performing schools—is its corps of teachers. While the reduction in force within many schools has made for the availability of many people looking to teach---there is a dearth of highly qualified teachers. Recruiting teachers with demonstrated content mastery, a passion for children----and who want to work in our target ward, will be a challenge. The Lead Founders and members of the founding board have extensive experience in designing staff recruitment strategies that have been successful in recruiting experienced teachers to their school. The school will begin by advertising all available positions on the National Alliance for Charter Schools Job Board, using networks such as internet-based job sites (Idealist, Agent K-12), National Association of Independent Schools (NAIS), DC Charter School Association, newspapers social media networks (e.g., Facebook, Twitter, Ideashare,LinkedIN)*,* postings at local universities and graduate schools of education, HBCU placement offices, minority recruitment associations, and teacher and educator job fairs. In addition, the school will work closely with Dr. Karen DiGovionni of American University, to recruit their Carnegie Math for America graduates. The school will also participate in the Harvard University Graduate School of Education Teacher Recruitment Fair in February 2013.

The ability to recruit excellent staff is undoubtedly the most important variable that will influence student outcomes. For a new school, this is doubly true. Start-up or new schools lack name recognition, local reputation, --or simply a track record that would typically attract a teacher to an urban charter school. A new start-up such as WDS is also disadvantaged, in the recruitment 'game', by the lack of resources to be competitive against more mature organizations. Nonetheless, the school will employ several strategies to identify, recruit, train and retain our staff:
- Cultivate relationships with area/local Schools of Education (Howard, University of Maryland, Bowie State, Harvard, etc.;
- Develop a multi-year plan to develop internal candidates for school instructional and leadership positions ('grow our own'); and

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[65] Stockard, J., & Lehman, M. (2004).' Influences on the satisfaction and retention of 1st year teachers: The importance of effective school management. *Educational Administrative Quarterly*, 40(5) 742-771. Also, in Marzano, R.J. (2007), *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA. ASCD.

- Cultivate relationships with AU's Math for America, TFA, , etc. which are sources of new teachers and administrators; and
- Consult with the District of Columbia Association of Chartered Public Schools and the informal network of charter leaders.

Background Check Process: School Personnel and Volunteers

Federal law requires that back ground checks be conducted for individuals who work with children. The federal National Child Protection Act authorizes state officials to access the FBI's National Crime Information Center (NCIC) data base to determine a person's eligibility to work in a school. As such, **all** candidates for employment at WDS will be required to submit to a background check. A background check will also be required of any volunteers working more than 10 contact hours with students (for example, after school coaches,). All applicants will also be required to complete an I-9 Form before beginning their employment or contract at the school. WDS will utilize the services of Check Point, the MPD, the Federal Bureau of Investigation, and the Department of Human Services to conduct national background checks. The School will reserve funds in our budget to request and perform background checks. The results of all background checks will be placed in the employees individual (and confidential) personnel file and updated/rechecked annually. Background check data will be provided to the authorizer as part of the pre-opening conference and/or as required.

Process for ensuring the Rights and Benefits of current District of Columbia Public School employees hired by WDS Academy

As the school seeks to recruit high quality staff nationally and regionally, we will also seek to recruit 'highly qualified' instructors and administrators locally. Our local recruitment efforts will necessarily target interested staffers from District of Columbia Public Schools. As required by charter school law, WDS will continue and 'contribute to the employee's retirement plan with the District of Columbia Public Schools.' The Faculty and Staff Handbook and will further detail this policy. The school will use our legal counsel to prepare the appropriate contract language for the employee application. Employees falling into this category will also be advised of their right to participate in the school's benefit program or continue with their current DCPS benefits plan.

C. Staffing Plan

The organizational chart (on the next page) illustrates the proposed WDS Academy staffing plan. It provides the administrative, instructional, and non-instructional and other support staffing plan for the planning year (2011-2012) through year five (2016-2017) school operations. The positions for classroom teaching, other educational support positions, and teaching internships reflect our intention to provide small to moderate size classrooms and sufficient special needs, elective and specialty teachers to offer a complete program for a student body of up to 470 in grades K through 8. We believe this plan also shows our understanding of what it takes to provide strong but lean professional administrative, instructional and support functions for a comprehensive 21st century, independent, urban public charter school.

How will staff be deployed to accomplish the school's mission and goals?

As detailed in the chart below , we intend to hire and deploy staff at the school in a manner that is consistent with 1) the mission, and 2) the academic 'growth and development' needs of an elementary school (Years 1-4) to a combined lower and middle school in its first five years of operation . According to our enrollment plan, (in our first year) the school will have six classrooms with an average class room size of 20 students. A small school by 'design', the proposed size of each grade and classroom has been

strategically designed to work best to support the WDS's unique educational program. Specifically, while the structure, character development program, and strictly enforced behavior management system allows for larger size classroom---limiting the enrollment to 20 students per class will provide a more manageable class size for teachers in our inaugural year (as each additional student requires time for administrative tasks such as grading and homework checks).[66] As such, our model is premised on having core academic teachers focus exclusively on one grade and content area. At the lower and middle school level, a teacher who has passed their Praxis may teach the content area allowed by the test. This will allow teachers to appropriately focus time and effort into mastering one set of standards which in turn will result in better preparation, better lesson quality, and better student outcomes. This model for the staff deployment and scheduling will enable teachers to focus on one core curriculum while still teaching a full load.[67] One of the English teachers may also serve as a part time Literacy Coach in Year 1.[68] In the fifth year of operations (2014-2015), we will hire an equivalent number of core academic teachers (mathematics, English and social studies) to instruct the 6th grade.

In terms of administrators, we intend to staff fully to ensure proper and sufficient administrative support and ensure a smooth start-up of the school.

In the first year, we will hire 6 core academic teachers (2 Kindergarten, 2 First and 2 Seconds)[69]. The staffing plan is wholly driven by the rigorous academic, character development and extended learning programming that we will be offering. The Founders and Education Design Team have determined the number of faculty needed after calculating the per pupil allotment, entitlement allotments, and the staffing plans of other high performing K-8 school models. It has also been guided by the school's mission to offer an 'international-focused, IB and early college program beginning in grade K and extending to grade 8. The academic support staff (special education teachers and special education coordinator), will work closely (in Year 1) with the teachers to ensure that all identified students are receiving the necessary educational modifications, accommodations and support as determined by their Individual Education Plan or 504 Plans. A Lower School Principal will also be hired in Year 1 or 2 to assume the increasing responsibilities incumbent in implementing a high performing program.

See staffing chart below for the distribution of proposed staffing across a five-year period SY '13 through SY '17.
Chart: WDS Staffing SY 2013-2017 Lower and Upper Schools (Draft)

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[66] The school will closely monitor the efficacy of our 20 student classroom size for both its educational and financial feasibility and soundness. Since our budget will be enrollment-driven and dependent in the early years, the decision to offer small 'private school-like size classrooms may be impractical. The HOS and Board will monitor and review this policy over the planning year and make adjustments accordingly. For example, we may not be able to offer a world language until year 2 and/or one of the 2 English teachers may serve as the Literacy Coach (with stipend), rather than hiring a 1.0FTE coach in the first year of operation.

[68] In Year 2, a 1.0 FTE Literacy Coach position will be created. In year 3, we will consider increasing the ELA/Literacy Coach budget line to 1.5 positions to respond to the unique reading and writing needs of the high school students and teachers.

[69] These figures do not include 1.00 Special Education teachers, or .5FTE instructor to teach the semester-long language and culture introductory course, music, art and PE teas to grade 6.

POSITIONS	Year 0 2012-2013	Year 1 2013-2014	Year 2 2014-2015	Year 3[70] 2015-2016	Year 4 2016-2017	Year 5[71] 2017-2018
	Planning	LOWER SCHOOL			LOWER + MIDDLE SCHOOL	
GRADES		K-2	K-3	K-4	K-5	K-6
Administrative: Professional						
HOS	1	1	1	1	1	1
COO	1	1	1	1	1	1
Business and Operations Manager[72]	.25*	.50-*[73]see Op. Fellow	.50	1	1	1
Dean of Academics, Instruction and Curriculum	.25	1	1	1	1	1
Total Administrative: Professional	**1.5**	**3.5**	**3.5**	**4**	**4**	**4**
Principal (Lower School K-5)	-	-	1	1	1	1
Principal (Middle School 6-8)	-	-				1
Special Education Coordinator	-	1	1	1	1	1
Social Worker/Parent Coordinator	-	1	1	1	1	1

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[70] WDS's enrollment plan is to strategically and systematically 'grow' the Lower/middle school to full enrollment by Year 3 (or SY15). The school will be at full capacity and development in the seventh year (SY18) with a combined Upper and Lower School (6th – 12th grade). The Founder and Board of Trustees reserve the right to accelerate or advance the opening of the Upper School, in consultation with the PCSB and following a robust whole school planning and evaluation effort at the end of Year 2.

[71] The first cohort of students entering in SY 2012-2013 will graduate in Year 6. The chart above forecasts the school's staffing plan over years 1 through 5. Staffing estimates for year 6 (when we are a fully 'formed' middle-high school) will be provided to the DC Public Charter School Board as requested.

[72] This position title changes to Dean of Business Operations in Year 2. This will keep the all 'leadership' Team member titles at the Dean-level or above. The Dean of Academic & Student Support Services will also serve as the Special Education Coordinator until such time as the enrollment stabilizes and we are able to increase the number of administrators coordinating instruction and programming for our special needs and linguistic minority population(s).Academy Leader(s) will also be a member of the Instructional Leadership Team.

[73]In Year 1, the Business Manager function will be managed by our Operations Fellow. In Year 0 and Year 1, the school will utilize the accounting services of Goldstar Group, Inc. as its offsite payroll and accounts/business manager who will work in tandem with the Operations Fellows. Business Manager positions will report directly to the HOS in Years 1 and 2. The school may also elect to hire another firm and/or accountant to handle the independent preparation of the school's reports to the IRS, OSSE, PCSB and other external regulatory agencies.

Total Administrative: Other	**0**	**2**	**3**	**3**	**3**	**4**
Non Instructional Staff						
Office Manager/Registrar	.25	.50	1	1	1	1
Nurse	-	.50	.50	.50	.50	.50
Custodial/Building Maintenance	-	.50	1	1	1	1
Total: Non-Instructional Staff	**.25**	**1.50**	**2.5**	**2.5**	**2.5**	**2.5**
Instructional Staff (Classroom)						
General Educator	-	6	8	10	12	12
English/Middle School	-	-	-	-	-	1
Mathematics/Middle School	-	-	-	-	-	1
Science/Middle School	-	-	-	-	-	1
Social Studies/Middle School	-	-	-	-	-	1
World Language	-	-	1	1	1	1
PE Health & Fitness/Athletics		1	1	1	1	1
Special Education/Learning Specialists to include ESL/ELL	-	1	1	2	2	3
Specials: Physical Education/Health & Fitness;	-	1	1	1	1	1
Music, Art (Stipends to teachers in Years 1 and 2		2	2	2	2	2
Total: Instructional Staff (Classroom)	**0**	**11**	**14**	**17**	**19**	**24**
Total: Staff Required by School Year	**1.75**	**16**	**20**	**26.5**	**28.5**	**34.5**

Pupil Teacher Ratios Year 1 through Year 5

The following chart represents project pupil-teacher ratios for National Prep year 1 through year 5, based on an anticipated enrollment of 75 sixth (beginning Year1) and ninth graders (beginning Year each year.

	Pre-Opening	Year 1 SY13-14	Year 2 SY14-15	Year 3 SY 15-16	Year 4 SY 16-17	Year 5 SY17-18

Pupil/Teacher Ratios	n/a	**20/1**	20/1	20/1	20/1	22/1

d. *Employment Policies*

See Section C. 2.b. above for WDS employment policies.

e. *Volunteers*

Young adolescents and teens benefit significantly from the participation of volunteers and 'culture of volunteerism' and service in the school. Volunteering teaches compassion, humility, service and the possession of a good work ethic—these are qualities and values that intersect and/or mirror the WDS overarching value of 'Be Excellent' and the LEAD credo. WDS will initially seek to draw our volunteer support from established local and national organizations (i.e., AARP, City Year, SCORE, etc.), who by design provide their volunteers with training. WDS's DAIA (along with the HOS in Year 1) will be responsible for identifying, orientation to the school mission and programs, and training.

1. Arrangements for Meeting District and Federal Requirements

WDS Public Charter School will meet each of the following federal and district requirements. All staff and members of the Board of Trustees will receive information and training about these requirements at the August 2013 teacher/staff orientation sessions.

a. Health and Safety
WDS Public Charter School will comply and meet all of the applicable health and safety laws and regulations. All students will be required to submit proof of their immunizations. All staff and faculty will be required to meet all health regulations and screenings and will be trained in CPR, First Aid and emergency procedures. In addition, the school will comply with the Healthy Schools Act passed by the Council of the District of Columbia in May 2010. The Act will substantially improve the health, wellness, and nutrition of students attending public and charter school students in the District of Columbia**.** Per the law, students will receive at least the minimum number of hours of PE as prescribed in the law. In addition, WDS will ensure that all food served at the school complies with the stricter requirements mandated under the law. Also, no foods prohibited under the law will be allowed to be used to raise funds or otherwise benefit WDS. WDS will also comply with all other aspects of this important law. WDS**SRA 38-1802(11)**

b. Safety and Fire Codes for Buildings
WDS Public Charter School will comply and meet all building and facility safety requirements of the Americans With Disabilities Act, and all requirements of the *DC Code* sec. 5-501 et seq (to include Section: 404 Fire and Evacuation, Section 405: Emergency Evacuation Drills, Section 406: Employee Training and Response Procedures, Section 407: Hazard Communication, Section 408: Use and Occupancy Related Requirements) for fire safety.

c. Transportation
WDS Public Charter School will comply and meet the transportation needs of our students and families. This will include but is not limited to: providing families with information regarding Metrorail and Metrobus reduced fair program for students. Arrangements for transportation for students with significant disabilities will be handled in consultation with the OSSE's Special Education Transportation Liaison, as needed. SRA 38-1802.08

d.   Enrollment Data

WDS Academy Charter School will comply with and meet the enrollment data requirements of §38-1802.08, the DC School Reform Act. This includes verification of the District of Columbia residency status of each student, maintenance of daily enrollment information, and student identification data. Enrollment data will be provided to the appropriate District and federal authorities as required.

e.   Maintenance and Dissemination of Student Records

WDS Public Charter School will maintain a computerized record of all student information (SIS) and comply with and meet the requirements of D.C. Codes Section 31-401 (Compulsory School Attendance), Section 31-501 (Immunization of Students), Section 31-601 (Tuition of Nonresidents) and Section 29-501 (Non-profit Corporations). The school will work closely, as necessary, with DCPS and other sending LEAs to secure all relevant background student information. The school will obtain parent authorization prior to requesting the release of any student information to the school.

f.   Compulsory Attendance Laws

WDS Public Charter School will comply and meet the requirements of the District of Columbia's Compulsory Attendance Laws (DC Code 31-401) by maintaining complete attendance records of all students. Daily attendance records of each student will be kept and monitored for compliance with all relevant laws and statutes. The school will electronically track student attendance and support attendance recordkeeping. Though students 18 years of age or older are exempt from the attendance laws, we will make every attempt to hold these students to the same attendance expectations as students under the age of 18. The School will develop a tiered Attendance Support System to assist students identified as 'at-risk' to becoming truant. Any student found to be truant will be referred to the District of Columbia Superior Court and/or Child and Family Protective Services.

g.   Subchapter B. of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973

WDS will ensure that the school is in compliance with and meets all requirements of IDEA and the Rehabilitation Act of 1973.

h.   Title I of the Improving America's Schools Act

WDS will ensure that the school is in compliance with and meets all requirements of Title I of the Improving America's Schools Act. This will include but is not limited to: ensuring that all faculty meet the NCLB 'highly qualified status' (HQT), timely notice to parents of all teacher HQT status and the school's AYP status, and achieving AYP in math, English and attendance for all categories of students (to include English Language Learners, special needs students, and economically disadvantaged students).

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

WDS will comply with and meet the requirements of all federal (Civil Rights Act of 1964) and District of Columbia civil rights law and statutes (see §38-1802.02 (11) and 38-1802.04 (c) (5) of the DC School Reform Act). The school will adhere to all federal and District civil rights regulations to ensure that discrimination on the basis of race, creed, national origin, religion, sexual orientation or gender against any student, employee or volunteer, will be strictly prohibited.

j.   Other

Mandated Child Abuse Reporters

All non-certified and certified staff will follow all applicable reporting laws, and the same policies and procedures used by the District of Columbia and District of Columbia Public Schools and as mandated by all applicable laws and statutes.

4. Implementation of the Charter
a. Timetable and Tasks for Implementation of the Charter

Charter Petition Pre- Application Process & Post-Award Activities July 2012 through August 2013

Task/Activity	State Date	Completion Month/Date	Staff
Pre-Application (July 1, 2011 – February 1, 2012)			
Recruit founding Board members and establish sub-committees (Real Estate, Curriculum, Charter Petition Review)		7/1/2011	Completed
Draft Charter Application, Bylaw and Articles of Incorporation Identify consultants to assist with preparation of financial and financing model/business plan, site/facility identification and acquisition for application Submit Charter Application to District of Columbia Public Charter School Board		2/1/12	Completed
Meet with parents and select community representatives in Wards 5, 6, 7		8/2011	Completed
Meet with Mid Atlantic Association of IB Schools to discuss MYP-DP model and join association as an affiliate member; obtain IB MYP training schedule for administrators of new schools		On-going	HOO
Obtain Employee Identification from the Internal Revenue Service		12/2012	COO
Meet with OSSE to determine process for accessing Title V and other entitlement funds		03/12	COO
Contact Building Hope to determine 'incubator' opportunities for SY2013		on-going	COO
Identify IT/Network Administrator (Year 0)		on-going	HOS

Post-Approval Tasks and Activities (April 2012 through September 2013			
Governance			
Tasks/Activities			
Convene a 1-day retreat to transition from 'founding' board to Board of Directors	Upon notification of approval	5/1/2012	HOS, COO
Finalize HOS job description and evaluation process		5/1/2012	BOD
Elect officers, formalize standing committees, and appoint chairs, set meeting schedule for planning year. (2011-2012)		5/1/2011	BOD
Finalize HOS job description and begin discussion of evaluation process for HOS (complete by 10/2012)		5/1/2012	BOD
Approval bylaws and Articles of Incorporation		5/30/2012	BOD, HOS, COO
Hire HOS		6/1/2012	BOD
Submit approved bylaws and Articles of Incorporation to the DCRA; apply for District of Columbia Business License		6/1/2012	BOD, COO
Secure legal counsel; Arrange for Board/director's liability insurances		7/1/2012	BOD, COO
Establish 501c3 for WDS Academy		8/1/2012	COO
First Annual Meeting of the WDS Board of Directors		9/2012	BOD
Elect officers, formalize standing committees, appoint chairs, set meeting schedule and calendar		9/2012	BOD
Create and approve evaluation process and standards for HOS		10/2012	BOD
Create Board of *Directors Handbook* (and approve)		10/2012	BOD
Submit approved *Directors Handbook* to the PCSB		TBD	BOD, COO
Identify additional board members (not to exceed 15) Seat Parent Directors	6/1/2011 9/2012	On-going 10/2013	BOD, HOS
Finalize Board of Directors Self-Assessment & Reflection		9/1/2012	BOD

(Performance Evaluation) process (to be included in Board Handbook) Create Instrument and schedule for submission and review			
Submit names and addresses to DCPCSB/AOIS as part of pre-opening compliance review		8/15-30/2012	COO
Finalize dashboard template for monthly reporting to BOG by HOS and/or other staff		6/1/2012	BOD, COO
Submit a Board organizational chart with names and address of to the Charter Schools Office (AOIS)		As required by PCSB	BOD, COO
Student Recruitment, Enrollment and Admission & Parent Outreach			
Develop website and continuously update with recruitment and enrollment materials (for parents, community residents, community organizations, area elementary/feeder schools, etc.)	10/2012	On-going	HOS/Contractor
Create and finalize recruitment materials (to include developing application, flyers, PSAs, website, brochure, etc. Translate recruitment and outreach materials as needed. All materials will be posted on website.	10/2012	On-going	HOS/Contractor
Conduct informational meetings for prospective students, their parents, providers and community organizations in target wards	11/2012	through 4/12/2013	HOS
Open Enrollment		Ongoing to 4/1/2013	REG
Establish Wait List		4/2013	REG
Confirm Acceptances, secure DC residency verifications, completed and signed Home Language Survey, immunization records, request student r school academic and attendance records from schools		Ongoing to 1st day of school	REG
New Student Summer Academic "Boot Camp' (Conduct diagnostic testing)		To be determined	DAIA, SPED
Host New Parent/Family Orientation		8/30/2013	HOS/Staff
Assess student services and create special education, ELL program plan	4/1/2012	7/15/2013	HOS, DAIA
Arrange for and conduct diagnostic testing for incoming students	6/1/2012	Ongoing through 8/15/2013	DAIA/ SPED
Plan student orientation (to include staffing, materials, logistics and funding)	12/1/2011	8/15/2013	HOS, DAIA
Host "Scholars Boot Camp' new student orientation		8/17/2013	HOS
Host parent/family orientation		8/20/2013	HOS, DAIA
Administration: School Policies and Practices			
Create 'beginning' student and parent contact lists (input into SIS , OLAM, PowerSchool once student is officially enrolled)	5/2013	Ongoing from 5/1 to installation of SIS	REG
Training for Registrar/Office Manager and relevant staff on SIS, ProActive, PowerSchool and/or other selected data management system and scheduling		8/2013	Vendor Training
Begin collecting student applicant information;{ See establishment of SIS]	9/1/2012	1/1/2013	REG
Order non-instructional supplies, furniture, equipment and materials		6/1/2012	COO
Finalize school calendar (submit to Charter Schools Office)		1/1/2013	HOS, COO
Self-assess and approve student code of conduct (BOG) and submit to Charter Schools Office		8/1/2012	HOS, COO
Submit contact information for School to Charter Schools Office		8/1/2012	HOS, COO
Draft, get feedback and submit School Health and Medications Administration Plan to Charter Schools Office		8/1/2012	HOS, COO
Draft, get feedback, and submit Nutrition Services Plan to Charter Schools Office		8/1/2012	HOS, COO
Draft, get feedback and submit Wellness Policy to Charter Schools Office		8/1/2012	HOS, COO
Human Resources/Personnel			

Task	Start	End	Responsible
Finalize organization chart for staff (Year 1)		7/2012	HOS
Prepare and finalize faculty and staff positions	7/2011	1/2013	HOS
Advertise positions on-line, in print and broadcast media	10/2012	On-going	REG, COO
Begin interview of staff until fully staffed	2/2013	8/17/2013	HOS
References and background checks, fingerprinting	5/2013	On-going	REG-OM
Issue Hire Offer and contracts	4/2013	On-going	HOS
Purchasing and Procurement			
Issue RFPs for equipment, curriculum development, security, maintenance food service, etc. contracts	4/2013	On-going	HOS, COO
Review contracts and select vendors		On-going	HOS, COO
School Facility and Real Property Management/Building Safety			
Facility Search (to include beginning discussions with Building Hope)	4/1/2012	Until Completed	BOD Real Estate Team, COO
Secure and acquire facility (i.e., lease initiation, Building Hope Incubator Program)		Until Completed	COO
Oversee renovations/leasehold improvements	1/1/2013	6/15/2013	COO
Prepare building infrastructure (i.e.; lights, phones, servers ,broadband access, classroom technology)		7/15/2013	COO
Establish maintenance/food service procedures	4/2013	8/1/2013	COO
Set up furniture, equipment, and materials ; decorate classrooms	8/2013	8/1/2013	All Staff
Submit a copy of the signed lease to PCSB		6/15/13	HOS, COO
Submit written assurance that the facility is ADA compliant and accessible PCSB		6/15/13	COO
Submit multi-hazard evacuation and fire emergency plan to PCSB		9/1/2013	COO
Obtain and submit Certificate of Occupancy and required safety inspections to PCSB		6/15/13	COO
Obtain property insurance and provide documentation to PCSB		7/1/2013	COO
Contract for building maintenance (janitorial and repair) services		7/15/2013	COO
Set up furniture, equipment and wiring for technology		7/15/2013	HOS/IT/Staff
Staff Recruitment, Evaluation and Professional Development			
Create recruitment and hiring plans and procedures (i.e., for teachers, administrators and other staff)		8/2012	HOS
Develop and finalize job descriptions and position vacancy postings for all new staff	4/1/2012	8/2013	HOS
Provide teacher staff recruitment and employment information on website, update as needed	11/2012	Ongoing until fully staffed	HOS/Contract
Recruit staff	10/1/2012	Ongoing until fully staffed	HOS
Conduct teacher interviews, observe model lessons,	3/1/2013	8/2013	HOS
Hire Business Manager (offsite); Hire Business Manager (on-site)	9/1/2012	11/2012	HOS
Hire Dean of Academics, Instruction & Curriculum		8/2013	HOS
Hire SPED Coordinator		/2013	HOS
Hire Teachers and all other staff (to include long and short term 'subs') – See also Human Resources above		6/1/2013	HOS
Conduct background and reference checks, send offer letters		On-going	REG-OM
Negotiate and sign contracts		7/1/2013	HOS
Professional Development - Initiate professional development design and agenda for staff Design August New Teacher& Staff orientation; Design Year 1 professional development plans for school leaders, teachers, and other staff; Contract with professional development providers (submit to PCSB as required)	6/1/2013	8/2013	HOS DAIA/SPED/DOS
Personnel – Identify and finalize performance evaluation criteria and instrument for administrators and staff (academic and non-academic) to include in handbook	10/2012	8/1/2013	HOS/BOG/DAIA
Hold staff orientation		8/1/2013	HOS, DAIA
Submit summary of staff's qualifications to PCSB		8/1/2013	COO
Submit SPED Coordinator and contact information to the PCSB		8/1/2013	COO

Hire or contract with Nurse (conduct background checks, obtain references, etc.)		8/1/2013	COO
Submit written documentation of physician and nurse relationship or evidence of certified on site staff to administer prescription medications		8/1/2013	COO
Submit HQT teacher list to PCSB and OSSE		9/2013	COO
Develop HOUSSE plans (if required) and submit to PCSB and OSSE		10/2013	DAIA, COO
School Administrative Policies /Practices			
Develop master office filing system		8/1/2013	REG-OM
Set up student information and data base management system (SIS)		8/1/2013	REG
Policy Manuals and Handbooks			
Develop New Board Member/Governance Handbook		8/2013	HOS, BOD
Develop Internal Controls Manual (see Financial Section)		10/2012	COO
Develop *Family & Student Handbook* (to include Code of Conduct, attendance, suspension, expulsion uniform guidelines		8/2013	HOS/Contract
Develop *Faculty & Staff Handbook* (with policies for hiring, evaluation, dismissal, salary guidelines)		8/2013	HOS/Contract
Develop and distribute Course Manual and Syllabus		8/2013	HOS
Develop a *Faculty Instructional Skills & Pedagogies Guide*		8/2013	HOS, DAIA
Submit Manuals and Handbooks to PCSB (via AOIS and/or at pre-opening conference)		8/2013	COO
Educational Program : Curriculum, Instruction & Assessment			
Develop curriculum maps with scope, sequence, pacing guides and resource materials for K-8th grade English, Mathematics, Social Studies, Spanish, Life & Physical Science(s) to include a PD plan for align lesson plan development with maps	8/1/2012	8/2013	HOS
Create unit and lesion plans for all content areas (to include Advisory and the 'Be Excellent' curriculums) for the first quarter		On-going to 9/2013	DAIA
Identify assessments and meet with vendors to purchase and develop PD and administration timetables	6/1/2013	On-going	HOS
Design Advisory and '*Being Excellent'* Character Curriculum (see process above);		7/2013	DAIA
Design Summer Scholars "Boot Camp" for new students		6/2013	HOS, DAIA
Design Saturday Scholars Academy (to be adjusted based on needs of student population)		9/2013	DAIA, SPED
Order instructional materials, supplies, equipment and technology	6/1/2013	9/1/2013	HOS, DAIA
Create and finalize master schedule (based on student needs) to include the assessment schedule/calendar		8/1/2013	HOS, DAIA
Finalize individual student and teacher schedules		Available before the 1st day of school	HOS, DAIA
Finalize school calendar		4/1/2013	HOS
Submit Title I (targeted or assisted), ELL, Special Education policies and plans to PCSB (as required)		9/2013	COO
School Lunch Program			
Organize and plan for participation in the National School Lunch Program; Attend all trainings on implementing the NSLP at WDS; obtain certification to manage school lunch/cafeteria program		7/1/2013	REG
Contract with food service vendor; purchase and install equipment as needed		7/2013	COO
Set up internal policies and procedures for administering the school lunch program; identify staff to handle delivery foodstuffs		8/2013	REG
Set up internal procedures for administering and obtaining reimbursements (to include filing system)		8/15/2013	REG
Set up internal procedures for payment by income eligible students		8/30/2013	REG
Obtain school lunch forms and distribute to parents as enrolled or mail; monitor and track completion of forms; submit completed forms to NSLP		8/30/2013	REG

Technology/Infrastructure Development and Maintenance			
Meet with IT vendors ; Select vendor to provide technology infrastructure development, hardware and software purchase, development of technology plan	5/2012	4/2013	COO, IT
Hire IT Coordinator		8/2013	HOS
Prepare preliminary Year 1-2 IT technology plan for temporary facility; Prepare IT vendor list		4/2013	IT
Contract with vendor to assist with the E-rate application process and project management		5/2013	COO, IT or other designated staff
Manage the installation of all administrative and instructional technologies; Manage installation of security system (if needed)		Ongoing through 1st day of school	IT
Select and manage upload of student information and data base management systems; arrange for staff training at orientation or on-line via company webinars; Upload NWEA and/or other online assessment software for testing;		8/1/2013	IT
Special Education & English Language Learner Program			
Develop Student Academic Support Policy and Procedures for all special education and ELL/LEP students		8/30/2013	SPED
Review all incoming application and IEPs of incoming students to identify SPED population; acquire and review all IEPs; meet with parents and students to discuss service needs; submit requests and purchase appropriate assistive materials and technologies	At enrollment	Ongoing review	SPED, DAIA
Meet with contracted service providers to discuss and prepare for student and family needs; Purchase assistive technologies for special needs population.		6/2013	SPED, DAIA
Review all Home Language Surveys of incoming students to identify ELL/LEP population in need of service; arrange for assessment to determine language proficiency; meet with parents and students to discuss service needs; submit request and purchase appropriate bi-lingual/ESL materials and technologies.	At enrollment	Ongoing review	SPED, DAIA
Prepare master file for Special Education and ELL/LEP students			SPED
School Culture, Community and Climate			
Develop WDS Code of Conduct and "Non Negotiable Rules'		2/2013	HOS
Develop Parent "Commitment to Excellence & College for Certain' Compact		2/2013	HOS
Develop Student & Family Handbook (to distribute at Parent/Family Orientation)		2/2013	HOS
Create Student Life and family events calendar (with international-themes)		On-going	HOS
Transportation and Food Services			
Submit Transportation Services Plan to Charter Schools Office		8/1/2013	COO
Contract with food service provider		8/1/2013	COO
Mission Accomplishment Plan			
Meet with assessment representatives of NWEA, Stanford 10, Terra Nova (Reading/Math), Gates MacGintee (Reading Test), Woodcock Johnson to discuss performance indicator/proficiency specifics for each assessment. Select appropriate assessments for Lower School (K-8th grade)		5/2013	DAIA
Provide professional development for relevant staff on the goals, administration of the particular assessment, 'how' to read and interpret student outcome data		8/2013	DAIA
Financial Management Systems			
Apply for tax exempt status and ID		Completed	COO, BM
Secure independent auditor	Use PCSB 'vetted' list	6/1/20112	COO, BM
Contract with accounting consultant to create systems for business, ops, and HR		6/1/2012 [upon receipt of Line of Credit or Title	COO

		Vb reimbursement	
Design financial management systems (QuickBooks)	6/1/2011	9/1/2012	BM
Design accounting process forms and reporting templates	6/1/2011	9/1/2012	BM
Set up bank accounts; Establish fiscal policies and payroll/disbursement procedures for Year 0 through Year 5		5/1/2012	BM
Set up bank accounts		5/1/2012	BM
Create detailed cash flow projections (from charter application) for Year 0 and Year 1		5-52012	BM
Purchase financial software for in-house use; Establish reporting procedures to OSSE for Title Vb funds		12/2012	BM
Create Internal Control Manual (distribute to BOD)		10/1/2012	BM
Approve annual budget (BOG) and submit to PCSB		8/30/2013	BOD, COO
Obtain Director and Operators insurance and provide evidence of coverage to Charter Schools Office		8/1/2013	BOD, COO

Key: HOS = Head of School, BOD = Board of Directors, SPED = Special Education Coordinator, BM = Business and Operations Manager, DAIA= Dean of Assessment, Instruction and Curriculum, REG= Registrar/Office Manager, COO=Chief Operations Officer

b. *Maintenance and Reporting of Academic and Non-Academic Performance Data*

The school will partner with One Economy, Inc.[74] (Washington, DC) to assist WDS with the development of a start-up technology plan that addresses the connectivity, hardware, software, professional development and training of staff and requirements for a start-up public charter school. The HOS will work with One Economy to 'think through' the level of networking and hardware specifications that WDS will need to support not only our vision of learning---but comply with reporting requirements of the authorizer. In addition, even as we develop a procurement plan for equipment—we will need to plan for the obsolescence of the hardware, maintenance and amortization. Finally we also need to determine what software will support our vision of learning, and support our reporting of academic and non-academic performance data and information to parents, students and stakeholders.

Proposed WDS Technology Infrastructure: Maintenance and Transmittal of Academic and Non-Academic Performance Data

The COO will contact charter school leaders and the authorizer to identify the 'best' data-management software available to secure, maintain, and report the School's academic and non-academic performance data. The Lead Founder has experience with the INFORM, Power School, Scholastic Achievement Manager, ProActive, People Soft, AOIS and the ProActive data management systems. The decision on system selection will 'turn' on affordability and 'hidden' costs associated with the professional development and training needs required to learn the system. The school will be canvassing and networking with other charters to learn about their preferred vendor relationships, 'special' packages for charter or public schools, etc.

There are a critical 'mass' of public charter schools that currently use PowerSchool to store academic and non-academic data—and so we are encouraged that an SIS has a track record with a number of schools. We will necessarily have a contingency plan to develop an internal system and/or to use Access as a beginning tool to collect and report out school performance data.

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[74] One Economy, Inc. is a global non-profit (with corporate headquarters in Washington, DC) that leverages the 'power of technology' to connect underserved communities around the world. One Economy, is involved in providing infrastructure support

Proposed WDS Technology Infrastructure: Communicating with Students, Parents and the PCSB

Any student information (SIS) and/or data base management system must be sufficiently user-friendly for communicating student performance and outcome information to our parents. PowerSchool also can generate customizable reports that detail student achievement levels and progress toward reading goals— in a readable format for parents.[75] In addition, this SIS provides a password-protected 'parent's portal', that will allow parents the ability to access student performance, attendance, assessment, lunch information on-line and in the comfort of their own homes. In some instance, the SIS has a mobile application feature that allows for the transmission and accessing of school and student information to parents ---via the parent's Smartphone, iPhone, iPod, iPad or other PDA device.

For those families without access to a PC or laptop, cellphone (or the other technologies), the school will provide a computer for parents to use in the Parent Center to access the parent portal. Additionally, standardized test, data as well as all student grades will be communicated to families in the form of a **Weekly Progress Report**, generated by Microsoft Access or FileMaker Pro Plus.[76] The release of any new standardized test data to families will be accompanied by a phone call from the student's Advisor to explain the data and to explain any step being taken as a result of the data.

The school will use ProActive to store and transmit attendance (excused and unexcused) and behavioral data to the DCPCS. The school's Registrar will run daily attendance reports for the HOS. Attendance information that has been stored in ProActive will be generated for parents, teachers, and other service providers as requested.

c. Major Contracts Planned

WDS has not committed to any contracts with a value equal to or exceeding $25,000 for the following types of expenditures: school equipment, educational and other services, real property purchases, insurance, leases or other purchases at this time. Clearly, we expect that the abovementioned type contracts and/or RFPs for services will be needed as a normal part of our school's start up activities. Our experiences with other start-up activities is that, costs to support the school's curriculum development/mapping/alignment efforts, establishing our finance/budget control and management systems, creating a web presence for the school, branding and development of a comprehensive recruitment package to and for students –may require awarding of contracts in excess of $25,000 during our planning year (or Year 1).

Any service contracts projected to be >$25K, will follow the contracting and procurement requirements and guidelines published by the District of Columbia Public Charter School Board to include, but not be limited to: 1) publication of all contracts in this category on the District of Columbia Registry, 2) signed approval that the school has sufficient fund availability from the school's financial officer/accountant; 3) signed approval from the school's Board of Governors (i.e., chairperson) indicating approval of the

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[75] The school will utilize PowerSchool principally for the reasons indicated above. However, the school will continue to meet with representative of other data management systems to ensure that the system chosen provides the following: 1) generates reports that can inform and differentiate instruction when a student is struggling and needs intervention; 2) must be able to monitor student performance towards goals by class, group and individual student; 3) match lexile-leveled books to student reading levels and 4) generates "Report-to-Parent letters to parent in a hard copy format.

[76]The Microsoft Access and FileMaker Pro -based data collection system will allow us to provide students and families with weekly updates on a student's grades in each class, assignment-by-assignment.

expenditure; 5) a copy of the actual contract with the vendor, an 5) the completion and submission of all documents to the Director of Business Oversight, District of Columbia Public Charter School Board.

d. Orientation of Parents, Teachers, and Other Community Members

In order for parents and teachers to benefit from the structured and caring environment of WDS, it is critical that all adults at the school are on the same page. Teacher and staff recruitment will focus on finding outstanding teachers and staff members who are also 100% aligned with the mission of WDS and believe that all students can learn and deserve to be prepared for success in college and beyond. After students are recruited and enrolled, the structured "Boot Camp' and parent orientations will be essential in creating and establishing a robust WDS 'family'.   After teachers and staff are hired, the August Curriculum Development Period will be a critical component in creating and building a strong staff culture. This effort will be continued through weekly Friday professional development meetings and in-service workshops. New Student Orientations and family meetings will be forums to build community among families and help engage families in the mission of the school. Students will become acclimated to the culture WDS through Orientation sessions, Community Meeting, Advisory curriculum, and the consistent implementation of WDS academic and non-academic program.

Parent and Community Member Orientation: As a new school, it is critical that all stakeholders (parents, and students, community residents, community organizations) thoroughly understand and 'buy into' the mission, vision, decision making process and academic and non-academic programming of WDS. All parents (and community members) will receive their initial 'orientation' to the school's mission and curriculum/education plans at the information sessions. Though these will be group sessions (with extensive time on the program devoted to Q & A's from parents), parents will be encouraged to stay and talk with the staff to discuss concerns and/or issues of particular import to their family. Secondly, all parents will be required to attend a 2- hour *New Parent Workshop* in August, where they will meet the teachers and staff, review the Code of Conduct (with particular emphasis on the uniform policy, "award and demerit" system, and the attendance policy). Parents who enroll their children after the orientation or after the first day of school, will be required to participate in the Dean's New Parent Orientation, before their child will be permitted to begin attending class.

Finally, throughout the year, parents will be asked to attend monthly 'curriculum nights' and parent-focused 'issue' nights[77]. The parent "Commitment to Excellence" Agreement will require parents to participate in these sessions. Parents will also be encouraged to generate the discussion topics, and outside speakers, teachers, administrators and other professionals will be brought in to facilitate the discussions. Parents will be encouraged to bring all other adults involved with the student to come and learn more about the issues affecting their family members and the student. Parent orientation sessions will be held in the Parent Center of the School.

New Teacher Induction & Orientation

All newly hired teachers and administrators will be required to participate in a 2-week 'induction' and orientation in the August 2012. In our first year, all staff will be required to attend the two week orientation together. New teachers will be each be provided with an Instructional Skills Guide, detailing the instructional methods, and assessments that will The Guide will be developed by the HOS and DAIA in consultation with members of the Advisory Group. The Guide will be updated annually by the Chief Academic Officer and principals as new learnings and 'best practice' stratagems present themselves.

Returning Teacher Orientation & Training

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[77] Parent 'issue night' will differ from the academically focused curriculum nights. Topics might include: parenting a child, emerging adolescent sexuality, bullying and anti-bullying strategies, leadership development in young adolescents, parenting grandparents, parent as a single mother or father, peer pressure and middle school, etc.

In subsequent years (years 2 and onward), the orientation will be differentiated to accommodate and support the learning needs of returning teachers, Returning teachers will also be required to attend some parts of the new teacher annual 'orientations' –especially where there are new policies or instructional methodologies to be implemented in the upcoming year, though necessarily not duplicative of information that was provided in year 1. As with students, we will always check for teacher understanding (and appreciation) of the mission and academic and non-academic goals of the school.

e.   Services Sought from the District of Columbia Public Schools

WDS will act as its own LEA (i.e., Local Education Agency) and will not seek any services from the District of Columbia Public Schools.

The school does reserve the right to revisit the right to seek services from the District of Columbia Public Schools (DCPS), in the instance of any extraordinary circumstances involving the best interest of one of our students. In particular, we might seek transportation assistance for a student with a need for this service. However, these types of requests would be done on a case by case basis.

Additionally, the school will necessarily, seek to obtain all relevant and current academic, attendance and behavioral information from the 'sending'/feeder DCPS, public charter, parochial, independent school for any student enrolling at WDS.[78]

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[78] All parents will be asked to authorize the release of the child's academic and attendance information to WDS as part of the enrollment process. Prior year academic information will be very helpful in assisting us with getting the most comprehensive picture of the student. All students will be assessed during the summer so we can also develop additional outcome data and a learner 'profile' about each student.

FORMS AND REQUIRED DOCUMENTS

Section D: Assurances

Section E: Budget

BUDGET NARRATIVE

Assumptions
Our budget is designed to ensure the financial sustainability of the academic and non-academic goals of a Kindergarten through 8th grade public charter school. Hence, we have generated conservative revenue estimates and consistently committed the largest portion of our expenditures to instructional purposes. Assumptions about specific line-items are based upon extensive research at local and other charter schools with elementary and middle school programs offering extended day and enrichment programs.

The Washington Day School PCS Fiscal Year will run from July 1st through June 30th of the following year.

Operating Budget: The budget for the proposed Washington Day School PCS reflects conservative assumptions throughout the first five years of the school's charter term from pre-operational year (FY 13) through operational year 5 (FY 18)[79]. As planning continues and specific needs and opportunities for the school become clearer, we will modify the master budget for Washington Day School accordingly. The budget is estimated based on current figures for the per pupil allotment, with salaries, equipment, and other costs assuming appropriate inflation each year. To ensure that there are not significant shortfalls, a maxim was employed a standard accounting that overstates cost(s) and understates revenue.

Major Assumptions: All major assumptions for revenue and expenditures are outlined below.

1. Per pupil tuition of $9,542 is estimated based on available data on FY13 tuition projections. The FY11 facilities component of the charter school per pupil formula is $893, which brings the total per pupil revenue to $10,435. The facility allocation is listed separately in line 11 under Operating Revenues.
2. Student Enrollment is assumed to be at 120 students in year one and adding 46 students each additional year. We plan to fill seats left vacant by attrition with students on the waiting list. The school will enroll 304 students by year 5. The school will be fully operation in year 6 FY18.
3. Facility size was estimated by assuming a need of 100 square feet per student.
4. Staff FTE aligns with the hiring plan for the five year charter term included in the governance and management section.
   a. Administrative professional positions added in each fiscal year include:
      i. One (1) Head of School/HOS, One (1) FTE Chief Operating Officer/COO, One (1) FTE Director of Academics, Instruction & Assessments/DAIA, One (1) FTE Office Manager/ Registrar, One (1) Part time Business Manager.
      ii. The duties of the school principal will be assumed by the HOS until FY 18 when one (1) full time Principal will be hired.
   b. Instructional/Teachers require 16.5 FTE positions in FY 13. We anticipate adding 1.25 core content teachers each additional school year. We anticipate the staffing needs for Special Education based on the Washington Day School student demographics.
   c. Instructional/Professional reflects staffing for ELL needs anticipated based on District of Columbia Public Schools student demographics as (1.5) FTE in FY13, one (2) FTE in FY14.
   d. Instructional Support assumes one (2) Teaching Assistants.
   e. The budget assumes a 3% cost of living increase for all staff each year.

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[79] Please see Attachment CD: Operating Budget.

f. The budget assumes costs will increase by 3%

1. **Pre-operating Expenses SY 2012-2013**

Revenues in our pre-operational year are estimated at $180,000. We plan to secure funds in the form of a federal start-up grant and private grant money from foundations such as the Walton Family Foundation. Private grant funds have been excluded from the projections to remain conservative.

Expenditures will include substantial renovations of a safe, comfortable facility conducive to our rigorous academic environment. Facilities options are described in Application Section III.D. The HOS and COO will work full time on fundraising, facilities acquisition and renovation, development of community partnerships, and staff recruitment. Additional full-time personnel will join the WIP staff in the fall of 2013.

2. **Two-Year Operating Budget**

Operating FY 13 through FY 18
Revenues in the first five operational years (FY 13 through FY 18) are $2.2M, $2.82M, $3.22M, $3.87M and $4.54M respectively. Our largest source of revenues during these years will be the allocations for per-pupil enrollment. We have assumed 0% annual increases in these funds, in order to maintain conservative revenue estimates. While we will draw students from our waiting list through the end of the first semester, we may begin each year with 3% additional enrollment, in order to compensate for non-replaceable attrition. We plan to maintain student to teacher ratios of 1:20 from Kindergarten to Grade 3, and 1:23 from Grades 4 onwards. In FY 13, in addition to state funding per-pupil, we will continue to apply for federal start-up funds through the OSSE Charter School Program (CSP). We plan to fundraise in all three years.

Expenditures in FY 13 through 18 are estimated at $2.2M, $2.46M, $2.8M, $3.06M and $3.46M respectively.

Instructional expenditures occupy the largest portion of the budget, at 58%, 58%, 60%, 60% and 59% of total school expenditures in FY 13- FY 18, respectively. Teacher salaries make up the bulk of instructional expenditures, followed by expenditures for special education support services, textbooks, and a computer lab to be assembled in FY 14. In addition, we have budgeted unusually generous benefits packages to attract outstanding staff which consists of health insurance coverage, a retirement plan equal to 8.5% of salaries, workman's compensation and lie and disability coverage.

Administrative expenditures, such as occupancy costs, office and general expenses and administrative staff (executive, clerical, custodian and business/ operations staff), are 19%, 19%, 19%, 18% and 20% of total school expenditures in FY 13- FY 18, respectively.

Facilities expenditures will assume 10%, 10%, 9%, 9% and 8% of total school expenditures in FY 13- FY 18, respectively.

From FY 13 through 18, the school will secure a five year lease for incubator site space with Building Hope. Building Hope's 'fees' are considerably less than prevailing private and commercial rates.

The Washington Day School PCS's five year budget is driven by our goal to secure and move to a modern and technologically state-of-the art permanent facility for 304+ students in Year 6. Any budget

surpluses will be allocated towards a building fund to build a permanent school structure. We have conservatively formulated expenses to allow sufficient end cash balances. By the end of FY 18, the building fund is estimated to have a value of $3,191,772.

3.   Estimated-Five Year Budget Projections

A secondary goal is to use our expanded development (grant) program to support the development of the school's goal of 1) becoming an International Baccalaureate Organization authorized MYP and DPP granting 'world' school, 2)to support the professional development, training and certification costs of the IB and College Board (AP) trainings for teachers, 3) to support the development and maintenance of a student library and media center, and a fully equipped dual platform and computer laboratory for our students.

Our desire is to ensure that every student has a laptop/tablet or access to appropriate adaptive and assistive technologies to support and enhance their learning. We have started preliminary discussions with program officers from the Bill & Melinda Gates Foundation, TDF Foundation (Washington, DC), North Face Apparel, Nike Town, Cisco Systems, Tiger Woods Foundation, Hewlett Packard, Apple and the Broad Foundation to discuss the range of technology, equipment, training and technical assistance available to a school with our unique vision and program offering for elementary and middle school level students. Most of these foundations specifically target schools serving economically disadvantaged students and their communities.

4.   Capital Budget

During the first two years of operations (FY 13 to FY 14), the school will invest in computers and equipment for students and teaching staff to utilize in the classroom and computer labs, computers for the administrative staff and furnishings for the classroom, administrative space, and a school cafeteria.

5.   Cash Flow Projections for Year One

Cash Flow Projections for Year One do not include funds we intend to secure from private foundations. These additional funds will allocated to the building fund, to hire additional student support services such as summer school instructors and after school support staff.

Cash Flow Management Plans to Ensure Availability of Funds

The school's financials will be outsourced in the first four years of operations. The outsourced accounting service will be responsible for receivables, payables, bank reconciliations, and will also present managerial and board level reports. They will also work with the auditors to get audited reports completed annually. In FY 2018, a FTE business manager will be hired to assume these duties. The school agrees to maintain its financial records in accordance with generally accepted accounting principles (as defined by the American Institute of Certified Public Accountants).

WASHINGTON DAY SCHOOL PCS

					Y0	Y1	Y2	Y3	Y4	Y5
					SY 12-13	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18
	REVENUES									
1		Per Pupil Charter Payments			-	1,403,426	1,868,367	2,333,307	2,798,248	3,275,533
2		Per Pupil Facilities Allowance			-	336,000	464,800	593,600	722,400	851,200
3		Federal Entitlements			180,000	423,950	486,798	289,645	352,493	415,340
4		Other Government Funding/ Grants			-	-	-	-	-	-
5		**Total Public Funding**			180,000	2,163,376	2,819,964	3,216,553	3,873,141	4,542,074
6		Private Grants and Donations			-	-	-	-	-	-
7		Activity Fees			-	-	-	-	-	-
8		Loans			-	-	-	-	-	-
9		Other Income (please describe in footnote)			-	57,379	83,259	111,440	142,025	175,121
10		**Total Non-Public Funding**			-	57,379	83,259	111,440	142,025	175,121
11		EMO Management Fee (= line 73, Col G)								
12										
13										
14		**TOTAL REVENUES**			180,000	2,220,755	2,903,223	3,327,992	4,015,166	4,717,194
	EXPENSES									
		Personnel Costs									
15			Principal/ Executive Salaries		57,000	216,300	222,789	229,473	236,357	318,448
16			Teachers Salaries		-	735,000	817,563	904,417	995,747	1,083,302
17			Teacher Aides/ Assistance Salaries		-	60,000	61,800	63,654	65,564	67,531
18			Other Education Professionals Salaries		-	290,688	405,125	491,886	578,367	669,593
19			Business/ Operations		-	-	-	-	-	40,000
20			Clerical Salaries		8,000	61,200	63,036	64,927	66,875	68,881
21			Custodial Salaries		-	15,000	30,900	31,827	32,782	33,765
22			Other Staff Salaries		-	-	-	-	-	-
23			Employee Benefits		5,715	238,491	276,992	308,705	341,251	393,373
24			Contracted Staff		20,000	20,000	20,600	21,218	41,855	22,510
25			Staff Development Costs		525	13,375	14,844	15,769	16,695	17,502
26										
27		**Total Personnel Costs**			91,240	1,650,053	1,913,648	2,131,877	2,375,492	2,714,905
28										
29	**Direct Student Costs**									
30			Textbooks		-	20,000	32,445	45,619	59,554	74,284
31			Student Supplies & Materials		-	24,000	34,196	44,982	56,385	68,431
32			Library and Media Center Materials		-	-	-	-	-	-
33			Computers and Materials		-	86,350	22,918	68,216	14,806	13,619
34			Other Instructional Equipment		-	12,000	16,480	-	-	-
35			Classroom Furnishings and Supplies		-	34,000	8,858	4,880	5,027	5,177
36			Student Assessment Materials		-	9,000	12,824	16,868	21,144	25,662
37			Contracted Student Services		-	-	-	-	-	-
38			Miscellaneous Student Costs		-	21,600	24,198	30,646	37,249	44,016
39										
40		**Subtotal: Direct Student Costs**			-	206,950	151,918	211,211	194,165	231,189
41										
42	**Occupancy Expenses**									
43			Rent		43,750	180,250	185,658	191,227	196,964	202,873
44			Mortgage Principal Payments		-	-	-	-	-	-
45			Mortgage Interest Payments		-	-	-	-	-	-
46			Building Maintenance and Repairs		-	12,525	12,901	13,288	13,686	14,097

47		Renovation/ Leasehold Improvements	11,930	-	-	-	-	-
48		Utilities	2,188	9,013	9,463	9,936	10,433	10,955
49		Janitorial Supplies	-	6,000	6,180	6,365	6,556	6,753
50		Equipment Rental and Maintenance	-	16,200	16,686	34,373	35,404	36,466
51		Contracted Building Services	-	6,000	6,180	6,365	6,556	6,753
52								
53		**Subtotal: Occupancy Expenses**	57,868	229,987	237,067	261,555	269,600	277,897
54								
55	**Office expenses**							
56		Office Supplies and Materials	-	6,000	6,180	6,365	6,556	6,753
57		Office Furnishings and Equipment	-	10,500	-	-	-	-
58		Office Equipment Rental and Maintenance	-	4,800	4,800	9,600	9,600	9,600
59		Telephone/ Telecommunications	1,500	6,000	6,180	6,365	6,556	6,753
60		Legal, Accounting and Payroll Services	7,250	24,000	26,540	32,096	32,969	13,609
61		Printing and Copying	-	1,200	1,200	1,200	1,200	1,200
62		Postage and Shipping	1,200	2,400	2,472	2,546	2,623	2,701
63		Other	5,000	2,000	2,060	2,122	2,185	2,251
64								
65		**Subtotal: Office expenses**	14,950	56,900	49,432	60,295	61,690	42,867
66								
67	**General expenses**							
68		Insurance	-	12,000	17,098	22,491	28,192	34,215
69		Interest expense	7,101	-	-	-	-	-
70		Transportation	-	-	-	-	-	-
71		Food Service	-	52,650	72,833	93,015	113,198	133,380
72		Administration Fee (to PCSB)	-	7,017	9,342	11,667	13,991	16,378
73		EMO Management Fee	-	-	-	-	-	-
74		Other General Expense	8,100	4,650	4,811	5,424	5,891	6,360
75								
76		**Subtotal: General expenses**	15,201	76,317	104,083	132,597	161,272	190,333
77								
78		TOTAL EXPENSES	179,259	2,220,208	2,456,148	2,797,534	3,062,219	3,457,191
79								
80	**EXCESS (OR DEFICIENCY)**							
81		Excess (or deficit) retained by school	741	547	447,075	530,458	952,947	1,260,004
82		Excess (or deficit) retained by EMO						
		ASSUMPTIONS						
		Student Enrollment	-	120	166	212	258	304
		Facility Size (square foot)	30,400	30,400	30,400	30,400	30,400	30,400
		Total Teachers	-	14.50	15.68	16.85	18.03	19.05
		Average Teacher Salary	-	50,690	52,157	53,675	55,243	56,866

WASHINGTON DAY SCHOOL PCS
Monthly Cash Flow Projection

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
1. Cash on Hand (start of month)	-	-	-	-	-	-	-	-	159,943	142,464	127,368	87,514	45,620	
2. Cash receipts														
Per Pupil Charter Payments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Per Pupil Facilities Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Entitlements	-	-	-	-	-	-	-	-	-	-	-	-	180,000	180,000
Grants and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Activities Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans**	-	-	-	-	-	-	-	180,000	-	-	-	-	(180,000)	-
Other Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
														-
3. Total Receipts	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**180,000**	**-**	**-**	**-**	**-**	**-**	**180,000**
4. Total Cash Available	-	-	-	-	-	-	-	180,000	159,943	142,464	127,368	87,514	45,620	180,000
5. Expenses														
Personnel Salaries and Benefits														
Principal/Executive Salary	-	-	-	-	-	-	-	9,500	9,500	9,500	9,500	9,500	9,500	57,000
Teachers Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teacher Aides/Assistance Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Education Professionals Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Business/ Operations	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Clerical Salaries	-	-	-	-	-	-	-	-	-	-	1,333	3,333	3,333	8,000
Custodial Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Employee Benefits	-	-	-	-	-	-	-	840	840	840	1,065	1,065	1,065	5,715
Contracted Staff	-	-	-	-	-	-	-	3,333	3,333	3,333	3,333	3,333	3,333	20,000
Staff Development Costs	-	-	-	-	-	-	-	-	-	-	-	-	525	525
Direct Student Costs														
Textbooks	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Supplies and Material	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Library and Media Center Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers and Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Instructional Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	Total
Classroom Furnishings and Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Assessment Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Instructional/Student Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Miscellaneous Student Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expenses														
Office Supplies and Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Equipment Rental and Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone/Telecommunication	-	-	-	-	-	-	-	-	-	-	500	500	500	1,500
Legal, Accounting and Payroll Services	-	-	-	-	-	-	-	5,000	-	-	750	750	750	7,250
Printing and Copying	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Postage and Shipping	-	-	-	-	-	-	-	200	200	200	200	200	200	1,200
Other	-	-	-	-	-	-	-	-	2,500	-		-	2,500	5,000
Occupancy Expenses														-
Rent	-	-	-	-	-	-	-	-	-	-	14,583	14,583	14,583	43,750
Mortgage Interest Payments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maintenance and Repairs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Leasehold Improvements	-	-	-	-	-	-	-	-	-	-	3,977	3,977	3,977	11,930
Utilities	-	-	-	-	-	-	-	-	-	-	729	729	729	2,188
Janitorial Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment Rental and Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Building Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
General Expenses														-
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Expense**	-	-	-	-	-	-	-	1,184	1,105	1,223	1,184	1,223	1,184	7,101
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administration Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other General Expense	-	-	-	-	-	-	-	-	-	-	2,700	2,700	2,700	8,100
6. Total Expenses	-	-	-	-	-	-	-	20,057	17,478	15,097	39,854	41,894	44,879	179,259
7. Fund Balance (end of month)	-	-	-	-	-	-	-	159,943	142,464	127,368	87,514	45,620	741	741

** The organization will secure a LOC/ bridge financing for start up expenses in the amount of $180,000 at 8%. Interest is related to LOC. The loan will be repaid when the Federal Entitlements are received.

WASHINGTON DAY SCHOOL PCS
Two-Year Operating Budget Worksheet: Year ONE

DESCRIPTION	BUDGETED AMOUNTS			
	Column A	Column B	Column C	Column D
REVENUES	501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
1 Per Pupil Charter Payments	1,403,426		1,403,426	
2 Per Pupil Facilities Allowance	336,000		336,000	
3 Federal Entitlements	423,950		423,950	
4 Other Government Funding/Grants	0		0	
5 **Total Public Funding**	2,163,376		2,163,376	
6 Private Grants and Donations	0		0	
7 Activity Fees	0		0	
8 Loans	0		0	
9 Other Income (please describe in footnote)	57,379		57,379	
10 **Total Non-Public Funding**	57,379		57,379	
11 EMO Management Fee (= line 73, col. G)			0	
12				
13				
14 **TOTAL REVENUES**	$2,220,755			

	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
EXPENSES				
Personnel Salaries and Benefits				
15 Principal/Executive Salary	216,300		216,300	10.00%
16 Teachers Salaries	735,000		735,000	33.97%
17 Teacher Aides/Assistance Salaries	60,000		60,000	2.77%
18 Other Education Professionals Salaries	290,688		290,688	13.44%
19 Business/Operations Salaries	0		0	0.00%
20 Clerical Salaries	61,200		61,200	2.83%
21 Custodial Salaries	15,000		15,000	0.69%
22 Other Staff Salaries	0		0	0.00%
23 Employee Benefits	238,491		238,491	11.02%
24 Contracted Staff	20,000		20,000	0.92%
25 Staff Development Costs	13,375		13,375	0.62%
26	0		0	0.00%
27 **Subtotal: Personnel Costs**	$1,650,053		1,650,053	76.27%
28				
29 *Direct Student Costs*				
30 Textbooks	20,000		20,000	1%
31 Student Supplies and Materials	24,000		24,000	1%
32 Library and Media Center Materials	0		0	0%
33 Computers and Materials	86,350		86,350	4%
34 Other Instructional Equipment	12,000		12,000	1%
35 Classroom Furnishings and Supplies	34,000		34,000	2%
36 Student Assessment Materials	9,000		9,000	0%
37 Contracted Student Services	0		0	0%
38 Miscellaneous Student Costs	21,600		21,600	1%
39	0		0	0%
40 **Subtotal: Direct Student Costs**	$206,950	$0	$206,950	10%
41				
42 *Occupancy Expenses*				
43 Rent	180,250		180,250	8.33%
44 Mortgage Principal Payments	0		0	0.00%
45 Mortgage Interest Payments	0		0	0.00%
46 Building Maintenance and Repairs	12,525		12,525	0.58%
47 Renovation/Leasehold Improvements	0		0	0.00%
48 Utilities	9,013		9,013	0.42%
49 Janitorial Supplies	6,000		6,000	0.28%
50 Equipment Rental and Maintenance	16,200		16,200	0.75%
51 Contracted Building Services	6,000		6,000	0.28%

52		0	0	0.00%
53	**Subtotal: Occupancy Expenses**	$229,987	$0	$229,987	10.63%
54				
55	*Office Expenses*			
56	Office Supplies and Materials	6,000	6,000	0.28%
57	Office Furnishings and Equipment	10,500	10,500	0.49%
58	Office Equipment Rental and Maintenance	4,800	4,800	0.22%
59	Telephone/Telecommunications	6,000	6,000	0.28%
60	Legal, Accounting and Payroll Services	24,000	24,000	1.11%
61	Printing and Copying	1,200	1,200	0.06%
62	Postage and Shipping	2,400	2,400	0.11%
63	Other	2,000	2,000	0.09%
64		0	0	0.00%
65	**Subtotal: Office Expenses**	$56,900	$0	$56,900	2.63%
66				
67	*General Expenses*			
68	Insurance	12,000	12,000	0.55%
69	Interest Expense	0	0	0.00%
70	Transportation	0	0	0.00%
71	Food Service	52,650	52,650	2.43%
72	Administration Fee (to PCSB)	7,017	7,017	0.32%
73	EMO Management Fee	0	0	0.00%
74	Other General Expense	4,650	4,650	0.21%
75		0	0	0.00%
76	**Subtotal: General Expenses**	$76,317	$0	$76,317	3.53%
77				
78	**TOTAL EXPENSES**	$2,220,208	$0	$2,220,208	102.63%
79				
80	**EXCESS (OR DEFICIENCY)**			
81	Excess (or deficit) retained by school	$547		
82	Excess (or deficit) retained by EMO			

ASSUMPTIONS	
Student Enrollment	120
Facility Size (square footage)	30,400
Average Teacher Salary	50,690
Student/Teacher Ratio (K-Grades 3)	20
Student/Teacher Ratio (Grades 4-6)	23
Other Major Assumptions	8 classrooms

NOTES:

DESCRIPTION	BUDGETED AMOUNTS			
	Column A	Column B	Column C	Column D
REVENUES	501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
1 Per Pupil Charter Payments	1,868,367		1,868,367	
2 Per Pupil Facilities Allowance	464,800		464,800	
3 Federal Entitlements	486,798		486,798	
4 Other Government Funding/Grants	0		0	
5 **Total Public Funding**	2,819,964		2,819,964	
6 Private Grants and Donations	0		0	
7 Activity Fees	0		0	
8 Loans	0		0	
9 Other Income (please describe in footnote)	83,259		83,259	
10 **Total Non-Public Funding**	83,259		83,259	
11 EMO Management Fee (= line 73, col. G)			0	
12				
13				
14 **TOTAL REVENUES**	$2,903,223			

	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
EXPENSES				
Personnel Salaries and Benefits				
15 Principal/Executive Salary	222,789		222,789	7.90%
16 Teachers Salaries	817,563		817,563	28.99%
17 Teacher Aides/Assistance Salaries	61,800		61,800	2.19%
18 Other Education Professionals Salaries	405,125		405,125	14.37%
19 Business/Operations Salaries	0		0	0.00%
20 Clerical Salaries	63,036		63,036	2.24%
21 Custodial Salaries	30,900		30,900	1.10%
22 Other Staff Salaries	0		0	0.00%
23 Employee Benefits	276,992		276,992	9.82%
24 Contracted Staff	20,600		20,600	0.73%
25 Staff Development Costs	14,844		14,844	0.53%
26	0		0	0.00%
27 **Subtotal: Personnel Costs**	$1,913,648		1,913,648	67.86%
28				
29 *Direct Student Costs*				
30 Textbooks	32,445		32,445	1%
31 Student Supplies and Materials	34,196		34,196	1%
32 Library and Media Center Materials	0		0	0%
33 Computers and Materials	22,918		22,918	1%
34 Other Instructional Equipment	16,480		16,480	1%
35 Classroom Furnishings and Supplies	8,858		8,858	0%
36 Student Assessment Materials	12,824		12,824	0%
37 Contracted Student Services	0		0	0%
38 Miscellaneous Student Costs	24,198		24,198	1%
39	0		0	0%
40 **Subtotal: Direct Student Costs**	$151,918	$0	$151,918	5%
41				
42 *Occupancy Expenses*				
43 Rent	185,658		185,658	6.58%
44 Mortgage Principal Payments	0		0	0.00%
45 Mortgage Interest Payments	0		0	0.00%
46 Building Maintenance and Repairs	12,901		12,901	0.46%
47 Renovation/Leasehold Improvements	0		0	0.00%
48 Utilities	9,463		9,463	0.34%
49 Janitorial Supplies	6,180		6,180	0.22%
50 Equipment Rental and Maintenance	16,686		16,686	0.59%
51 Contracted Building Services	6,180		6,180	0.22%

52		0		0	0.00%
53	**Subtotal: Occupancy Expenses**	$237,067	$0	$237,067	8.41%
54					
55	*Office Expenses*				
56	Office Supplies and Materials	6,180		6,180	0.22%
57	Office Furnishings and Equipment	0		0	0.00%
58	Office Equipment Rental and Maintenance	4,800		4,800	0.17%
59	Telephone/Telecommunications	6,180		6,180	0.22%
60	Legal, Accounting and Payroll Services	26,540		26,540	0.94%
61	Printing and Copying	1,200		1,200	0.04%
62	Postage and Shipping	2,472		2,472	0.09%
63	Other	2,060		2,060	0.07%
64		0		0	0.00%
65	**Subtotal: Office Expenses**	$49,432	$0	$49,432	1.75%
66					
67	*General Expenses*				
68	Insurance	17,098		17,098	0.61%
69	Interest Expense	0		0	0.00%
70	Transportation	0		0	0.00%
71	Food Service	72,833		72,833	2.58%
72	Administration Fee (to PCSB)	9,342		9,342	0.33%
73	EMO Management Fee	0		0	0.00%
74	Other General Expense	4,811		4,811	0.17%
75		0		0	0.00%
76	**Subtotal: General Expenses**	$104,083	$0	$104,083	3.69%
77					
78	**TOTAL EXPENSES**	$2,456,148	$0	$2,456,148	87.10%
79					
80	**EXCESS (OR DEFICIENCY)**				
81	Excess (or deficit) retained by school	$447,075			
82	Excess (or deficit) retained by EMO				

ASSUMPTIONS

Student Enrollment	166
Facility Size (square footage)	30,400
Average Teacher Salary	52,157
Student/Teacher Ratio (K to Grades 3)	20
Student/Teacher Ratio (Grades 4-6)	23
Other Major Assumptions	

NOTES:

WASHINGTON DAY SCHOOL PCS

Five Year Estimated Budget Worksheet

	Y0	Y1	Y2	Y3	Y4	Y5
REVENUES						
Per Pupil Charter Payments	-	1,403,426	1,868,367	2,333,307	2,798,248	3,275,533
Federal Entitlements	180,000	759,950	951,598	883,245	1,074,893	1,266,540
Income from Grants and Donations	-	-	-	-	-	-
Activity Fees	-	-	-	-	-	-
Other Income (please describe in footnote)	-	57,379	83,259	111,440	142,025	175,121
TOTAL REVENUES	180,000	2,220,755	2,903,223	3,327,992	4,015,166	4,717,194
EXPENSES						
Personnel Salaries and Benefits	91,240	1,650,053	1,913,648	2,131,877	2,375,492	2,714,905
Direct Student Costs	-	206,950	151,918	211,211	194,165	231,189
Occupancy	57,868	229,987	237,067	261,555	269,600	277,897
Office expenses	14,950	56,900	49,432	60,295	61,690	42,867
General Expenses	15,201	76,317	104,083	132,597	161,272	190,333
TOTAL EXPENSES	179,259	2,220,208	2,456,148	2,797,534	3,062,219	3,457,191

WASHINGTON DAY SCHOOL PCS

Capital Budget for School Years ending June 30,

	Operating Y1	Operating Y2
	SY 13-14	SY 14-15
Computers and Materials		
120 tablets/ ipads for students @ $200 ea	24,000	-
46 tablets/ ipads for students @ $206 ea	-	9,476
25 computers for computer lab @ $1200 ea	30,000	-
48 learning software licenses @ $250 ea (for teachers & student lab computers)	12,000	-
4 learning software licenses @ $258 ea	-	1,032
18 computers for teachers @ $1200 ea	21,600	-
9 computers for teachers @ $1236 ea	-	11,124
7 computers for executive/ administrative staff @ $1200 ea.	8,400	-
SUBTOTAL	96,000	21,632
Other Instructional Equipment		
Instructional equipment for 6 classroom @ $2,000 ea	12,000	-
Instructional equipment for 8 classroom @ $2,060 ea	-	16,480
SUBTOTAL	12,000	16,480
Classroom Furnishings and Supplies		
Classroom furniture for 120 pupils @ $100 ea	12,000	-
Classroom furniture for 46 pupils @ $103 ea	-	4,738
Teacher furniture for 6 classrooms @ $500 ea	3,000	-
Teacher furniture for 8 classrooms @ $515 ea	-	4,120
Cafeteria furniture 19 pcs @ $1000 ea (ea. piece seats 16 students)	19,000	-
SUBTOTAL	34,000	8,858
Occupancy		
Leasehold improvements	11,930	-
SUBTOTAL	11,930	-
Office expenses		
Office furniture for 7 exec/ office staff @ $300 ea.	2,100	-
Computers for 7 exec/ office staff @ $1200 ea.	8,400	-
SUBTOTAL	10,500	-
TOTAL CAPITAL EXPENDITURES	**164,430**	**46,970**

WASHINGTON DAY SCHOOL PCS
Monthly Cash Flow Projection

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
1. Cash on Hand (start of month)	180,000	741	307,959	122,942	(62,076)	402,869	264,957	127,045	339,989	202,078	64,166	277,110	139,198	180,000
2. Cash receipts														
Per Pupil Charter Payments	-	350,856	-	-	350,856	-	-	350,856	-	-	350,856	-	-	1,403,424
Per Pupil Facilities Allowance		84,000			252,000	-	-	-	-	-	-	-	-	336,000
Federal Entitlements	180,000	-	-	-	47,106	47,106	47,106	47,106	47,106	47,106	47,106	47,106	47,106	603,950
Grants and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Activities Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans **	(180,000)	-	-	-	-	-	-	-	-	-	-	-	-	(180,000)
Other Income	-	57,379	-	-	-	-	-	-	-	-	-	-	-	57,379
3. Total Receipts	-	492,235	-	-	649,962	47,106	47,106	397,962	47,106	47,106	397,962	47,106	47,106	2,220,754
4. Total Cash Available	180,000	492,976	307,959	122,942	587,886	449,974	312,062	525,007	387,095	249,183	462,127	324,216	186,304	2,400,754
5. Expenses														
Personnel Salaries and Benefits														
Principal/Executive Salary	57,000	18,025	18,025	18,025	18,025	18,025	18,025	18,025	18,025	18,025	18,025	18,025	18,025	273,300
Teachers Salaries	-	61,250	61,250	61,250	61,250	61,250	61,250	61,250	61,250	61,250	61,250	61,250	61,250	735,000
Teacher Aides/Assistance Salaries	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Other Education Professionals Salaries	-	24,224	24,224	24,224	24,224	24,224	24,224	24,224	24,224	24,224	24,224	24,224	24,224	290,688
Business/ Operations	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Clerical Salaries	8,000	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	69,200
Custodial Salaries	-	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Other Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Employee Benefits	5,715	19,874	19,874	19,874	19,874	19,874	19,874	19,874	19,874	19,874	19,874	19,874	19,874	244,206
Contracted Staff	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	40,000
Staff Development Costs	525	1,115	1,115	1,115	1,115	1,115	1,115	1,115	1,115	1,115	1,115	1,115	1,115	13,900
Direct Student Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks	-	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Student Supplies and Materials	-	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
Library and Media Center Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers and Materials	-	7,196	7,196	7,196	7,196	7,196	7,196	7,196	7,196	7,196	7,196	7,196	7,196	86,350
Other Instructional Equipment	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Classroom Furnishings and Supplies	-	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	34,000
Student Assessment Materials	-	750	750	750	750	750	750	750	750	750	750	750	750	9,000
Contracted Instructional/Student Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Miscellaneous Student Costs	-	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	21,600

WASHINGTON DAY SCHOOL PCS
Monthly Cash Flow Projection

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Office Expenses														
Office Supplies and Materials	-	500	500	500	500	500	500	500	500	500	500	500	500	6,000
Office Furnishings & Equipment		875	875	875	875	875	875	875	875	875	875	875	875	10,500
Office Equipment Rental and Maintenance	-	400	400	400	400	400	400	400	400	400	400	400	400	4,800
Telephone/Telecommunications	1,500	500	500	500	500	500	500	500	500	500	500	500	500	7,500
Legal, Accounting and Payroll Services	7,250	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	31,250
Printing and Copying	-	100	100	100	100	100	100	100	100	100	100	100	100	1,200
Postage and Shipping	1,200	200	200	200	200	200	200	200	200	200	200	200	200	3,600
Other	5,000	167	167	167	167	167	167	167	167	167	167	167	167	7,000
Occupancy Expenses														-
Rent	43,750	15,021	15,021	15,021	15,021	15,021	15,021	15,021	15,021	15,021	15,021	15,021	15,021	224,000
Mortgage Interest Payments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maintenance and Repairs	-	1,044	1,044	1,044	1,044	1,044	1,044	1,044	1,044	1,044	1,044	1,044	1,044	12,525
Leasehold Improvements	11,930	-	-	-	-	-	-	-	-	-	-	-	-	11,930
Utilities	2,188	751	751	751	751	751	751	751	751	751	751	751	751	11,200
Janitorial Supplies	-	500	500	500	500	500	500	500	500	500	500	500	500	6,000
Equipment Rental and Maintenance	-	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	16,200
Contracted Building Services	-	500	500	500	500	500	500	500	500	500	500	500	500	6,000
General Expenses														-
Insurance	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Interest Expense	7,101	-	-	-	-	-	-	-	-	-	-	-	-	7,101
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service	-	4,388	4,388	4,388	4,388	4,388	4,388	4,388	4,388	4,388	4,388	4,388	4,388	52,650
Administration Fee	-	585	585	585	585	585	585	585	585	585	585	585	585	7,017
Other General Expense	8,100	388	388	388	388	388	388	388	388	388	388	388	388	12,750
6. Total Expenses	179,259	185,017	185,017	185,017	185,017	185,017	185,017	185,017	185,017	185,017	185,017	185,017	185,017	2,399,467
7. Fund Balance (end of month)	741	307,959	122,942	(62,076)	402,869	264,957	127,045	339,989	202,078	64,166	277,110	139,198	1,287	1,287

Direct Student Costs

	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Textbooks						
Textbooks (kindergarten ONLY)	-	100	100	100	100	100
# Students	-	40	40	40	40	40
	-	4,000	4,000	4,000	4,000	4,000
Textbooks per student ($)	-	250	258	265	273	281
# Students	-	80	126	172	218	264
	-	20,000	32,445	45,619	59,554	74,284
SUBTOTAL	-	24,000	36,445	49,619	63,554	78,284
Student Supplies						
Supplies per student ($)	-	200	206	212	219	225
# Students	-	120	166	212	258	304
SUBTOTAL	-	24,000	34,196	44,982	56,385	68,431
Library & Media Ctr Materials						
Library.	-	-	-	-	-	-
Books/ student	-	11	11	11	11	11
# Students	-	120	166	212	258	304
SUBTOTAL	-	-	-	-	-	-
Computers and Materials						
Cost/ student tablet	-	200	206	212	219	225
# students	-	120	46	46	46	46
	-	24,000	9,476	9,760	10,053	10,355
Cost/ student computer	-	1,200	1,236	1,273	1,311	1,351

Computers/ computer lab	-	25	-	35	-	-
	-	30,000	-	44,558	-	-
Cost/ teacher computer		1,200	1,236	1,273	1,311	1,351
No. teachers	-	18	9	3	3	2
	-	21,600	11,124	3,819	3,934	2,701
Learning software	-	250	258	265	273	281
# computers	-	43	9	38	3	2
	-	10,750	2,318	10,079	820	563
SUBTOTAL	-	86,350	22,918	68,216	14,806	13,619

Other Instructional Equipment

Cost/ classroom	-	2,000	2,060	2,122	2,185	2,251
# classrooms	-	6	8	-	-	-
	-	12,000	16,480	-	-	-

Classroom Furnishings and Supplies

Cost/ Child	-	100	103	106	109	113
# students	-	120	46	46	46	46
SUBTOTAL	-	12,000	4,738	4,880	5,027	5,177
Cost of teacher furnishings/ class	-	500	515	530	546	563
# new classrooms	-	6	8	-	-	-
SUBTOTAL	-	3,000	4,120	-	-	-
Cost/ cafeteria furnishings	-	1,000	-	-	-	-
# new furnishings needed	-	19	-	-	-	-
SUBTOTAL	-	19,000	-	-	-	-

Classroom Furnishings & Supplies	-	34,000	8,858	4,880	5,027	5,177

Student Assessment Materials

Assessments/ Students	-	75	77	80	82	84
# Students	-	120	166	212	258	304
SUBTOTAL	-	9,000	12,824	16,868	21,144	25,662

NA

NA	-	0	0	0	0	0
# Students	-	-	-	-	-	-
SUBTOTAL	-	-	-	-	-	-

Misc. Student costs

Field Trips

Field trips ($)	-	50	52	53	55	56
Trips/ student	-	1	1	1	1	1
# students	-	120	166	212	258	304
SUBTOTAL	-	6,000	8,549	11,246	14,096	17,108

Recruitment

Recruiting/ new student	-	50	52	53	55	56
# new students	-	120	46	46	46	46
SUBTOTAL	-	6,000	2,369	2,440	2,513	2,589

Uniforms

Purchase price per uniform	-	40	40	40	40	40
Uniforms/ student	2	2	2	2	2	2
# students	-	120	166	212	258	304
SUBTOTAL	-	9,600	13,280	16,960	20,640	24,320

TOTAL MISC STUDENT COSTS	-	21,600	24,198	30,646	37,249	44,016

Per Pupil Facilities Allowance

	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Facilities Allowance						
School Capacity	-	120	166	212	258	304
Income/ student	2,800	2,800	2,800	2,800	2,800	2,800
SUBTOTAL	-	336,000	464,800	593,600	722,400	851,200

Personnel Costs- Special Ed.

	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Special Education Sizing						
Level 1- Students	0	4	8	15	19	23
Hrs/ Student	1	1	1	1	1	1
Level 1- Hours	0	3.75	7.5	15	18.75	22.5
Level 2- Students	0	4	5	6	8	9
Hrs/ Student	8	8	8	8	8	8
Level 2- Hours	0	28.8	39.84	50.88	61.92	72.96
Level 3- Students	0	2	3	4	5	6
Hrs/ Student	16	16	16	16	16	16
Level 3- Hours	0	38.4	53.12	67.84	82.56	97.28
Level 4- Students	0	3	3	3	3	3
Hrs/ Student	24	24	24	24	24	24
Level 4- Hours	0	72	72	72	72	72
Total Special Ed. Staff Hrs	**0**	**142.95**	**172.46**	**205.72**	**235.23**	**264.74**
# Spec. Ed. Teachers	0.00	3.57	4.31	5.14	5.88	6.62
ELL						
# students	0	12	16.6	21.2	25.8	30.4
Hrs/ Student/ week	5	5	5	5	5	5
# Hours/ week	0	60	83	106	129	152
# ELL teachers	0.00	1.50	2.08	2.65	3.23	3.80

Student Population

	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Notes
Total Student Body							
Kindergarten	-	40	40	40	40	40	
Grade 1	-	40	40	40	40	40	
Grade 2	-	40	40	40	40	40	
Grade 3	-	-	46	46	46	46	
Grade 4	-	-	-	46	46	46	
Grade 5	-	-	-	-	46	46	
Grade 6	-	-	-	-	-	46	
SUBTOTAL	-	120	166	212	258	304	
Classes							
Kindergarten	-	2.00	2.00	2.00	2.00	2.00	Assume 20 students/ teacher
Grade 1	-	2.00	2.00	2.00	2.00	2.00	
Grade 2	-	2.00	2.00	2.00	2.00	2.00	
Grade 3	-	-	2.00	2.00	2.00	2.00	Assume 23 students/ teacher
Grade 4	-	-	-	2.00	2.00	2.00	
Grade 5	-	-	-	-	2.00	2.00	
Grade 6	-	-	-	-	-	2.00	
SUBTOTAL	-	6	8	10	12	14	
Special Education Students							
Level 1	-	6	8	11	13	15	5% of student body
Level 2	-	4	5	6	8	9	3% of student body
Level 3	-	2	3	4	5	6	2% of student body
Level 4	-	3	3	3	3	3	0% of student body
SUBTOTAL	-	15	20	24	29	33	
Special Education Compliance							
Blackman Jones Compliance	-	-	-	-	-	-	0% of student body
Attorney's Fees Supplement	-	-	-	-	-	-	0% of student body
English as a Second Language							
LEP/ NEP	-	12	17	21	26	30	10% of student body

SUBTOTAL	-	12	17	21	26	30

Federal Funding Eligible Students

Title I, Part A	-	78	108	138	168	198	65% of student body
Title II, Part A	-	120	166	212	258	304	100% of student body
Title III, Part A	-	120	166	212	258	304	100% of student body
IDEA, Part B Sec 611	-	120	166	212	258	304	100% of student body
IDEA, Part B Sec 619	-	-	-	-	-	-	0%
NSLP- Free	-	71	98	125	152	179	59% of student body
NSLP- Reduced	-	8	12	15	18	21	7% of student body
NSLP- Paid	-	41	56	72	88	103	34% of student body

Other Educational Professionals

	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
OTHER EDUCATIONAL PROFESSIONALS						
ELL Instructor						
Salary	-	50,000	51,500	53,045	54,636	56,275
# Teachers	-	2	2	3	3	4
% time devoted	0%	100%	100%	100%	100%	100%
SUBTOTAL	-	75,000	106,863	140,569	176,202	213,847
Social worker/ parent support						
Salary	-	48,000	49,440	50,923	52,451	54,024
#	1	1	1	1	1	1
% time devoted	0%	25%	50%	50%	50%	50%
SUBTOTAL	-	12,000	24,720	25,462	26,225	27,012
Special Ed. Instructor						
Salary	-	50,000	51,500	53,045	54,636	56,275
#	-	3.57	4.31	5.14	5.88	6.62
% time devoted	0%	100%	100%	100%	100%	100%
SUBTOTAL	-	178,688	222,042	272,810	321,303	372,459
Special Ed. Coordinator						
Salary	-	50,000	51,500	53,045	54,636	56,275
#	1	1	1	1	1	1
% time devoted	0%	50%	100%	100%	100%	100%
SUBTOTAL	-	25,000	51,500	53,045	54,636	56,275
TOTAL OTHER EDUC. PROFE	-	290,688	405,125	491,886	578,367	669,593
# ees	-	8.82	11.39	12.79	14.61	15.92

BUSINESS/ OPERATIONS

Business Manager

Salary	-	-	-	-	-	40,000
#	1	1	1	1	1	1
% time devoted	25%	50%	100%	100%	100%	100%
SUBTOTAL	-	-	-	-	-	40,000
TOTAL BUSINESS/ OPERATIO	-	-	-	-	-	40,000

# ees	0.25	0.50	1.00	1.00	1.00	1.00

CLERICAL SALARIES

Office Manager/ Registrar

Salary	40,000	41,200	42,436	43,709	45,020	46,371
#	1	1	1	1	1	1
% time devoted	20%	100%	100%	100%	100%	100%
SUBTOTAL	8,000	41,200	42,436	43,709	45,020	46,371

Data and Compliance Manager

Salary	-	40,000	41,200	42,436	43,709	45,020
#	1	1	1	1	1	1
% time devoted	0%	50%	50%	50%	50%	50%
SUBTOTAL	-	20,000	20,600	21,218	21,855	22,510
TOTAL CLERICAL	8,000	61,200	63,036	64,927	66,875	68,881

# ees	0.20	1.50	1.50	1.50	1.50	1.50

CUSTODIAL SALARIES

School Custodian

Salary	-	30,000	30,900	31,827	32,782	33,765
# people	-	1	1	1	1	1
% time devoted	0%	50%	100%	100%	100%	100%
SUBTOTAL	-	15,000	30,900	31,827	32,782	33,765
TOTAL CUSTODIAL	-	15,000	30,900	31,827	32,782	33,765

# ees	0.00	0.50	1.00	1.00	1.00	1.00

CONTRACTED STAFF

Academic Support Specialists (Tutors, Interventionists)

Contract Income	-	-	-	-	-	-
#	1	1	1	1	1	1
% time devoted	0%	25%	25%	50%	50%	50%
SUBTOTAL	-	-	-	-	-	-

Librarian/ Media Specialist

Contract Income	-	40,000	41,200	42,436	43,709	45,020
#	1	1	1	1	1	1
% time devoted	0%	50%	50%	50%	50%	50%
SUBTOTAL	-	20,000	20,600	21,218	21,855	22,510

IT Coordinator

Contract Income	-	-	-	-	-	-
#	1	1	1	1	1	1
% time devoted	0%	25%	25%	50%	50%	50%
SUBTOTAL	-	-	-	-	-	-

Academic Support Specialists (Tutors, Interventionists)

Contract Income	-	-	-	-	-	-
#	1	1	1	1	1	1

% time devoted	0%	25%	25%	50%	50%	50%
SUBTOTAL	-	-	-	-	-	-

Before & After Sch. & Summer Program Coordinator

Contract Income	-	-	-	-	-	-
#	1	1	1	1	1	1
% time devoted	0%	25%	25%	50%	50%	50%
SUBTOTAL	-	-	-	-	-	-

Primary Year & Middle Yr Program Coordinator

Contract Income	20,000	-	-	-	20,000	-
#	1	1	1	1	1	1
% time devoted	100%	25%	100%	50%	100%	50%
SUBTOTAL	20,000	-	-	-	20,000	-
Total Contracted Staff	**20,000**	**20,000**	**20,600**	**21,218**	**41,855**	**22,510**

Employee Benefits

	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Salaries						
Principal/ Executive	57,000	216,300	222,789	229,473	236,357	318,448
Teachers Salaries	-	735,000	817,563	904,417	995,747	1,083,302
Teacher Aides/ Asst. Salaries	-	60,000	61,800	63,654	65,564	67,531
Other Education Professionals	-	290,688	405,125	491,886	578,367	669,593
Business/ Operations	-	-	-	-	-	40,000
Clerical Salaries	8,000	61,200	63,036	64,927	66,875	68,881
Custodial Salaries	-	15,000	30,900	31,827	32,782	33,765
Other Staff Salaries	-	-	-	-	-	-
	65,000	1,378,188	1,601,212	1,786,184	1,975,691	2,281,520
Fringe Benefits						
FICA	4,973	105,431	122,493	136,643	151,140	174,536
Health Benefit (.7%)	455	9,647	11,208	12,503	13,830	15,971
Retirement (8.5%)	-	117,146	136,103	151,826	167,934	193,929
Life & Disability (.9%)	45	949	1,102	1,230	1,360	1,571
Workman's Comp (1.8%)	1,170	24,807	28,822	32,151	35,562	41,067
# EEs pd over $9k @ $162/ annum)	243	5,317	6,085	6,503	6,987	7,366
	5,715	238,491	276,992	308,705	341,251	393,373
Staff Development Costs						
$750/ teaching staff (5% Increase/ yr)	-	10,875	12,344	13,269	14,195	15,002
$500/ professional/ administrative	525	2,500	2,500	2,500	2,500	2,500
	525	13,375	14,844	15,769	16,695	17,502
# Teachers	0.00	14.50	15.68	16.85	18.03	19.05
# Teaching Aides ONLY	-	2	2	2	2	2
# Execs & Principals	1.05	5.00	5.00	5.00	5.00	5.00
# Other Educ Prof	0.00	8.82	11.39	12.79	14.61	15.92
# Biz/ Operations	0.25	0.50	1.00	1.00	1.00	1.00
# Clerical	0.20	1.50	1.50	1.50	1.50	1.50
# Custodial	0.00	0.50	1.00	1.00	1.00	1.00
	1.50	32.82	37.56	40.14	43.13	45.47

Principal/ Executive Salaries

	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
1 Executive Director/ CAO						
Salary	75,000	77,250	79,568	81,955	84,413	86,946
#	1	1	1	1	1	1
% time devoted	30%	100%	100%	100%	100%	100%
SUBTOTAL	22,500	77,250	79,568	81,955	84,413	86,946
2 COO						
Salary	75,000	77,250	79,568	81,955	84,413	86,946
#	1	1	1	1	1	1
% time devoted	30%	100%	100%	100%	100%	100%
SUBTOTAL	22,500	77,250	79,568	81,955	84,413	86,946
3 Principal						
Salary	-	-	-	-	-	75,000
#	-	1	1	1	1	1
% time devoted	100%	100%	100%	100%	100%	100%
SUBTOTAL	-	-	-	-	-	75,000
4 Director of Teaching, Learning & Assessments						
Salary	60,000	61,800	63,654	65,564	67,531	69,556
#	1	1	1	1	1	1
% time devoted	20%	100%	100%	100%	100%	100%
SUBTOTAL	12,000	61,800	63,654	65,564	67,531	69,556
5 NA						
Salary	-	-	-	-	-	-
#	1	1	1	1	1	1
% time devoted	25%	100%	100%	100%	100%	100%
SUBTOTAL	-	-	-	-	-	-
TOTALS	**57,000**	**216,300**	**222,789**	**229,473**	**236,357**	**318,448**

| # Ees | 1.05 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 |

FEDERAL ENTITLEMENTS

	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
NO CHILD LEFT BEHIND						
Title I, Part A						
Qualified Students	-	78	108	138	168	198
Income/ Student	889.26	889.26	889.26	889.26	889.26	889.26
SUBTOTAL	-	69,362	95,951	122,540	149,129	175,718
Title II, Part A						
Qualified Students	0	120	166	212	258	304
Income/ Student	176.22	176.22	176.22	176.22	176.22	176.22
SUBTOTAL	-	21,146	29,253	37,359	45,465	53,571
Title III, Part A						
Qualified Students	0	120	166	212	258	304
Income/ Student	73.75	73.75	73.75	73.75	73.75	73.75
SUBTOTAL	-	8,850	12,243	15,635	19,028	22,420
IDEA, Part B Sec 611						
Qualified Students	0	120	166	212	258	304
Income/ Student	176.42	176.42	176.42	176.42	176.42	176.42
SUBTOTAL	-	21,170	29,286	37,401	45,516	53,632
IDEA, Part B Sec 619						
Qualified Students	0	0	0	0	0	0
Income/ Student	13.17	13.17	13.17	13.17	13.17	13.17
SUBTOTAL	-	-	-	-	-	-
TOTAL NO CHILD LEFT BEHIND	-	120,529	166,732	212,935	259,138	305,340

NATIONAL SCHOOL LUNCH PROGRAM

NSLP- Free

Qualified Students	0	71	98	125	152	179
Dys/ yr	195	195	195	195	195	195
Income/ Student	2.72	2.72	2.72	2.72	2.72	2.72
SUBTOTAL	-	37,552	51,947	66,342	80,737	95,133

NSLP- Reduced

Qualified Students	0	8	12	15	18	21
Dys/ yr	195	195	195	195	195	195
Income/ Student	2.32	2.32	2.32	2.32	2.32	2.32
SUBTOTAL	-	3,800	5,257	6,714	8,170	9,627

NSLP- Paid

Qualified Students	0	41	56.44	72.08	88	103.36
Dys/ yr	195	195	195	195	195	195
Income/ Student	0.26	0.26	0.26	0.26	0.26	0.26
SUBTOTAL	-	2,069	2,862	3,654	4,447	5,240

TOTAL NSLP	-	43,421	60,066	76,711	93,355	110,000

CHARTER SCHOOLS PROGRAM (CSP)

	Yr 0	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**
Planning & Program Design	180,000	-	-	-	-	-
Initial Implementation	-	260,000	260,000	-	-	-
TOTAL CSP	180,000	260,000	260,000	-	-	-

TOTAL FEDERAL ENTITLEMENTS	180,000	423,950	486,798	289,645	352,493	415,340

Kindergarten Personnel

	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Teacher's Salary						
Salary	-	50,000	51,500	53,045	54,636	56,275
#	-	2	2	2	2	2
% time devoted	0%	100%	100%	100%	100%	100%
SUBTOTAL	-	100,000	103,000	106,090	109,273	112,551
Teacher's Aides/ Resident Teaching Associates						
Salary	-	30,000	30,900	31,827	32,782	33,765
#	-	2	2	2	2	2
% time devoted	0%	100%	100%	100%	100%	100%
SUBTOTAL	-	60,000	61,800	63,654	65,564	67,531
Total Kinder. Personnel Costs	**-**	**160,000**	**164,800**	**169,744**	**174,836**	**180,081**

# Classes	-	2.00	2.00	2.00	2.00	2.00
# Teachers/ Class	-	2.00	2.00	2.00	2.00	2.00
# Teaching Assistants/ Class	-	2.00	2.00	2.00	2.00	2.00

Personnel Costs- Teaching Staff

	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
TEACHER ASSISTANT						
Teacher's Aides/ Resident Teaching Associates						
Salary	-	30,000	30,900	31,827	32,782	33,765
#	-	-	-	-	-	-
% time devoted	0%	100%	100%	100%	100%	100%
SUBTOTAL	-	-	-	-	-	-
TEACHERS						
General Instruction						
Salary	-	50,000	51,500	53,045	54,636	56,275
# Teachers	-	2.30	2.88	3.45	4.03	4.30
% time devoted	0%	100%	100%	100%	100%	100%
SUBTOTAL	-	115,000	148,063	183,005	219,911	241,984
Science						
Salary	-	50,000	51,500	53,045	54,636	56,275
#	-	1.00	1.00	1.00	1.00	1.00
% time devoted	0%	100%	100%	100%	100%	100%
SUBTOTAL	-	50,000	51,500	53,045	54,636	56,275
Math						
Salary	-	50,000	51,500	53,045	54,636	56,275
#	-	1.25	1.50	1.75	2.00	2.25
% time devoted	0%	100%	100%	100%	100%	100%
SUBTOTAL	-	62,500	77,250	92,829	109,273	126,620
Art						
Salary	-	50,000	51,500	53,045	54,636	56,275
#	-	1	1	1	1	1
% time devoted	0%	100%	100%	100%	100%	100%
SUBTOTAL	-	50,000	51,500	53,045	54,636	56,275
English						
Salary	-	50,000	51,500	53,045	54,636	56,275
#	-	1.75	2.00	2.25	2.50	2.75
% time devoted	0%	100%	100%	100%	100%	100%
SUBTOTAL	-	87,500	103,000	119,351	136,591	154,757
PE Teacher						
Salary	-	50,000	51,500	53,045	54,636	56,275

#	-	1.00	1.00	1.00	1.00	1.00
% time devoted	0%	100%	100%	100%	100%	100%
SUBTOTAL	-	50,000	51,500	53,045	54,636	56,275

History

Salary	-	50,000	51,500	53,045	54,636	56,275
#	-	-	-	-	-	-
% time devoted	0%	100%	100%	100%	100%	100%
SUBTOTAL	-	-	-	-	-	-

Geography

Salary	-	50,000	51,500	53,045	54,636	56,275
#	-	-	-	-	-	-
% time devoted	0%	100%	100%	100%	100%	100%
SUBTOTAL	-	-	-	-	-	-

Social Studies

Salary	-	50,000	51,500	53,045	54,636	56,275
#	-	-	-	-	-	-
% time devoted	0%	100%	100%	100%	100%	100%
SUBTOTAL	-	-	-	-	-	-

Language

Salary	-	50,000	51,500	53,045	54,636	56,275
#	-	1.20	1.30	1.40	1.50	1.75
% time devoted	0%	100%	100%	100%	100%	100%
SUBTOTAL	-	60,000	66,950	74,263	81,955	98,482

Music

Salary	-	50,000	51,500	53,045	54,636	56,275
#	-	1.00	1.00	1.00	1.00	1.00
% time devoted	0%	100%	100%	100%	100%	100%
SUBTOTAL	-	50,000	51,500	53,045	54,636	56,275

Reading Coach

Salary	-	55,000	56,650	58,350	60,100	61,903
#	-	1.00	1.00	1.00	1.00	1.00
% time devoted	0%	100%	100%	100%	100%	100%
SUBTOTAL	-	55,000	56,650	58,350	60,100	61,903

Math Coach

Salary	-	55,000	56,650	58,350	60,100	61,903
#	-	1.00	1.00	1.00	1.00	1.00
% time devoted	0%	100%	100%	100%	100%	100%
SUBTOTAL	-	55,000	56,650	58,350	60,100	61,903

Total Personnel Costs- Non Ki	**-**	**635,000**	**714,563**	**798,327**	**886,475**	**970,751**

# Classes	-	4.00	6.00	8.00	10.00	12.00
# Teachers/ Class	-	12.50	13.68	14.85	16.03	17.05
# Teaching Assistants/ Class	-	-	-	-	-	-

General Expenses

	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
INSURANCE						
Cost per student	-	100	103	106	109	113
# students	-	120	166	212	258	304
SUBTOTAL	-	12,000	17,098	22,491	28,192	34,215

INTEREST EXPENSE- Bridge Financing

	Principal	Date	Dys	Daily rate	Int.
		1/1/2013			
$	180,000.00	1/31/2013	30	0.022%	1,184
$	180,000.00	2/28/2013	28	0.022%	1,105
$	180,000.00	3/31/2013	31	0.022%	1,223
$	180,000.00	4/30/2013	30	0.022%	1,184
$	180,000.00	5/31/2013	31	0.022%	1,223
$	180,000.00	6/30/2013	30	0.022%	1,184
					7,101

	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
LOC/ Bridge Financing	7,101	-	-	-	-	-
SUBTOTAL	7,101	-	-	-	-	-

TRANSPORTATION						
Local Travel/ staff member	-	-	-	-	-	-
# staff members	2	2	2	2	2	2
SUBTOTAL	-	-	-	-	-	-

FOOD SERVICE						
Food service	-	52,650	72,833	93,015	113,198	133,380
SUBTOTAL	-	52,650	72,833	93,015	113,198	133,380

ADMINISTRATION FEE (TO PCSB)

Total Per Pupil Charter Pymt	-	1,403,426	1,868,367	2,333,307	2,798,248	3,275,533
Authorizer fee (.5% DC Fund	0.50%	0.50%	0.50%	0.50%	0.50%	0.50%
SUBTOTAL	-	7,017	9,342	11,667	13,991	16,378

OTHER GENERAL EXPENSES

Membership- DCACPS	-	960	1,328	1,696	2,064	2,432
Recruitment fairs; travel etc	3,000	3,090	3,183	3,278	3,377	3,478
Staff background checks						
Cost/ staff member	150	150	150	150	150	150
# staff members	34	4	2	3	3	3
	5,100	600	300	450	450	450
SUBTOTAL	8,100	4,650	4,811	5,424	5,891	6,360

Office Expenses

	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Office Supplies & Materials						
Supplies/ month	0	500	515	530	546	563
SUBTOTAL	0	6000	6180	6365	6556	6753
Office Furnishings and Equipment						
Furnishings/ staff members	0	300	309	318	328	338
# new staff (admin, profess/ front office	0	7	0	0	0	0
SUBTOTAL	0	2100	0	0	0	0
Computers/ staff members	0	1200	1236	1273	1311	1351
# new staff	0	7	0	0	0	0
SUBTOTAL	0	8400	0	0	0	0
Office Furnishings & Equipment	0	10500	0	0	0	0
Office Equipment rental & Maintenance						
Copiers needed	0	1	1	2	2	2
Lease/ maintenance/ month	0	400	400	400	400	400
# months	12	12	12	12	12	12
SUBTOTAL	0	4800	4800	9600	9600	9600
Telephone/ Telecommunications						
Telecommunications/ month	125	500	515	530	546	563
SUBTOTAL	1500	6000	6180	6365	6556	6753
Legal, Accounting & Payroll Services						
Legal	5,000	3,000	3,000	3,000	3,000	3,000
Acct- write up, AP, payroll	2,250	18,000	18,540	19,096	19,669	-
Acct- audit	-	3,000	5,000	10,000	10,300	10,609
SUBTOTAL	7,250	24,000	26,540	32,096	32,969	13,609

Printing & copying

Printing/ student		0	100	100	100	100	100
# students		-	120	166	212	258	304
	SUBTOTAL	0	1200	1200	1200	1200	1200

Postage and Shipping

Postage		100	200	206	212	219	225
	SUBTOTAL	1200.00	2400.00	2472.00	2546.16	2622.54	2701.22

Other Costs

Website development & updates		5,000	2,000	2,060	2,122	2,185	2,251
	SUBTOTAL	5,000	2,000	2,060	2,122	2,185	2,251
	TOTAL OFFICE EXPENSES	**14,950**	**52,100**	**44,632**	**50,695**	**52,090**	**33,267**

Occupany Expenses

	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
RENT						
SUBTOTAL	43,750	180,250	185,658	191,227	196,964	202,873
MORTGAGE						
Loan Amt						
Monthly Int. Rate				7.00%	7.00%	7.00%
Monthly Pymt Amt						
Interest						
Principal				-	-	-
BUILDING MAINTENANCE AND REPAIRS						
Maintenance & repairs	-	12,525	12,901	13,288	13,686	14,097
SUBTOTAL	-	12,525	12,901	13,288	13,686	14,097
RENOVATION/ LEASEHOLD IMPROVEMENTS						
Leasehold improvements	11,930	-	-	-	-	-
SUBTOTAL	11,930	-	-	-	-	-
UTILITIES						
Utilities annually	2,188	9,013	9,463	9,936	10,433	10,955
SUBTOTAL	2,188	9,013	9,463	9,936	10,433	10,955
JANITORIAL SUPPLIES						
Supplies/ month	-	500	515	530	546	563
Supplies annually	-	6,000	6,180	6,365	6,556	6,753
SUBTOTAL	-	6,000	6,180	6,365	6,556	6,753
EQUIPMENT RENTAL AND MAINTENANCE						
Equipment Maint. Fee/ hr	-	90	93	95	98	101
Est. hrs/ annum	-	180	180	360	360	360
SUBTOTAL	-	16,200	16,686	34,373	35,404	36,466

CONTRACTED BUILDING SERVICES

Contracted bldg svc/ mo	-	500	515	530	546	563
# months	-	12	12	12	12	12
SUBTOTAL	-	6,000	6,180	6,365	6,556	6,753