

Westminster

LEADERSHIP PUBLIC CHARTER SCHOOL

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EXECUTIVE SUMMARY

Executive Summary: The founders of the proposed Westminster Leadership Public Charter School (“Westminster”) are submitting this application to the District of Columbia Public Charter School Board for approval to operate a college preparatory charter school in the District of Columbia beginning in August 2012. The primary reason for Westminster’s application is to respond to the significant academic needs of low-income minority children in the District of Columbia. At full capacity, we will serve approximately 580 students between 5th – 12th grades in Ward 5 and its surrounding areas.

Statement of Need: Poverty, pregnancy, and high crime rates are barriers to academic success (Conner & McKee, 2008). Unfortunately, D.C. historically has had a major challenge in providing quality education to its residents, especially minority children from low-income families. We decided to locate in Ward 5 because youth in this ward are more likely than the average resident of the District to be victims of a crime, not have a high school diploma, and live in a female-headed family that receives food stamps or TANF. Other risk factors in Ward 5 include a 28% poverty rate for children, with 65% of students receiving free or reduced lunch, and a shocking likelihood (70%) of being a victim of a property or violent crime (Census 2000). Prospects for the future are equally grim because girls in Ward 5 have a greater teenage pregnancy rate (15%) than the rest of the District (12%) (Census 2000). Given these statistics, it is imperative that the needs of these students be addressed. As several of the high schools in the ward focus on technology, Westminster’s curriculum and focus will complement the current roster of Ward 5 schools.

Westminster Addresses the Academic Needs of Ward 5: Westminster will have a positive impact on the community by providing a high quality alternative to existing schools. Given the documented needs of the children of Ward 5, it is imperative schools not only provide students with a rigorous college preparatory curriculum, but also develop the leadership potential and foster the socio-emotional and physical health of students as well. Westminster will assist students with the early development of the habits, practices, and skills that will enable them to be prepared for college and the 21st century workplace. By focusing on cognitive, socio-emotional, and physical health, we aim to support students through all of the major transitions in adolescence that lead to educational attainment.

Westminster’s Mission: The mission of Westminster Leadership Public Charter School is to develop leaders who are healthy, caring, thoughtful, and well prepared for further education and work, in an environment where family, school, and the community act as partners that provide support and opportunity to all students. The following are our core beliefs:

All Children Can Learn: We believe that all children are capable of learning and that every child has an area of strength that can be used to develop any areas of weakness. Educators must ensure that every child has mastered every standard and is prepared for college. If students have not learned a concept, it is **not** because they are not able to; it is because we as educators have not found the appropriate methods of teaching.

High Expectations & Rigorous Curriculum: Westminster will use a mix of rigor (high standards), relevance (connecting the curriculum to students), and responsiveness (data-based decision making) to guide students along the path to high school and college graduation. Expectations will be set high for staff and students and all will be expected to meet those expectations with the support and encouragement of each other.

Continual Assessment: Assessment is key in ensuring that **every** student receives a quality education. In addition to statewide assessments, Westminster will implement a system of formative assessments that periodically assess students' academic success. Data will be used to develop an individualized learning plan for each student, which will be reviewed on a regular basis to ensure that all students are making progress towards mastering the standards.

Parental Involvement: Westminster realizes the great importance of parent participation. Parents will be informed of the expectations of partnership between school and family that are integral to our educational model. We will have a Parent Coordinator on staff to assist parents with navigating the school process and oversee the Parent Center that will provide parents access to school and community resources. We believe in making all parents feel welcome and contacting parents not only for problems but to share the positive moments and achievements of their children.

Positive School Culture and Teacher Relationships: A positive school climate will be facilitated through the use of a socio-emotional curriculum and Positive Behavior Supports. In addition, each student will be assigned an advisor that will follow him or her throughout his or her tenure at Westminster. We understand the importance of the teacher-student relationship in developing students' sense of belonging and achievement; thus, these relationships will be fostered through the development of small learning communities and relationship-building during the advisory period of the school day.

Community Partnerships: In order to ensure that all students are prepared to be successful in college, Westminster will develop relationships with local colleges. Through these relationships, students will learn about the college admissions process, successful matriculation in college, and extra-curricular college life. Our community partners will also provide Westminster students with quality after-school activities that can supplement the school's extracurricular offerings.

A. EDUCATIONAL PLAN

1. Mission and Purposes of the Proposed Public Charter School

a. Educational Needs of the Target Student Population

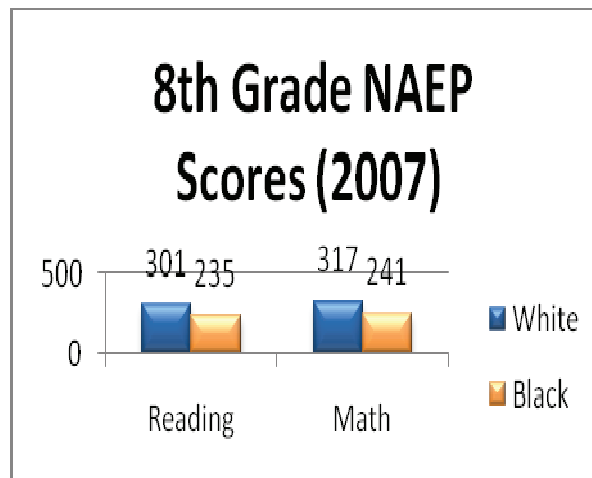
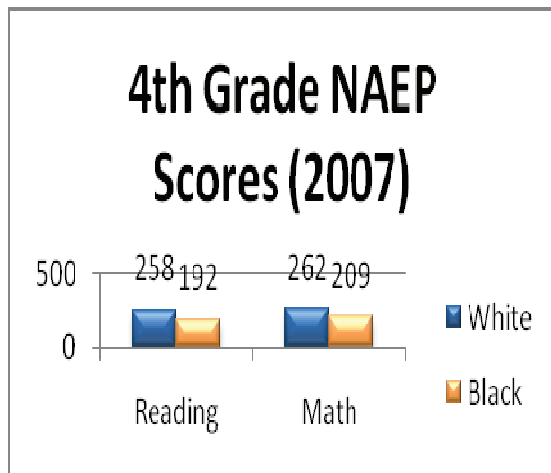
i. Grades & Likely Characteristics

The Westminster Leadership Public Charter School is a college preparatory leadership school that at full capacity will serve approximately 580 students between 5th – 12th grades in Ward 5. Although the school will be open to all residents within the District of Columbia, it is anticipated that the majority of the students will come from Ward 5 and its surrounding areas. Based on information from DCPS and public charter schools in the area, it is estimated that 98% of the students will be African American, 65 % of the students will qualify for free or reduced lunch, 11% will have special needs, and 4% will be English Language Learners (Fight for Children, 2009).

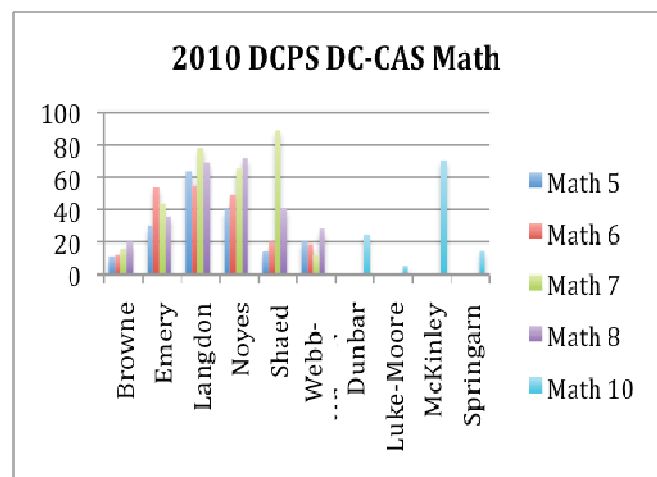
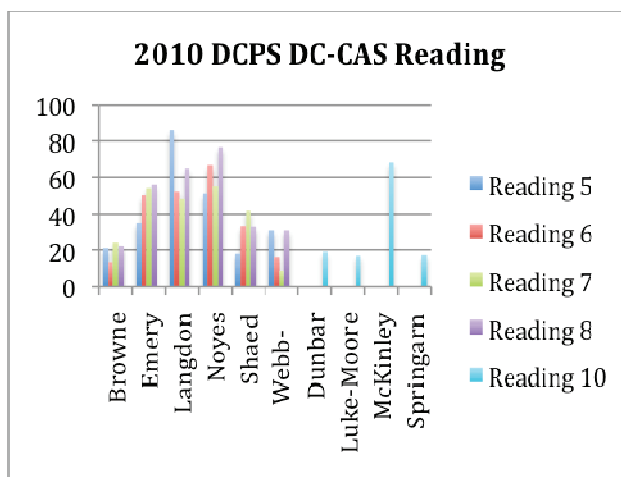
ii. Target Population & Needs of Students

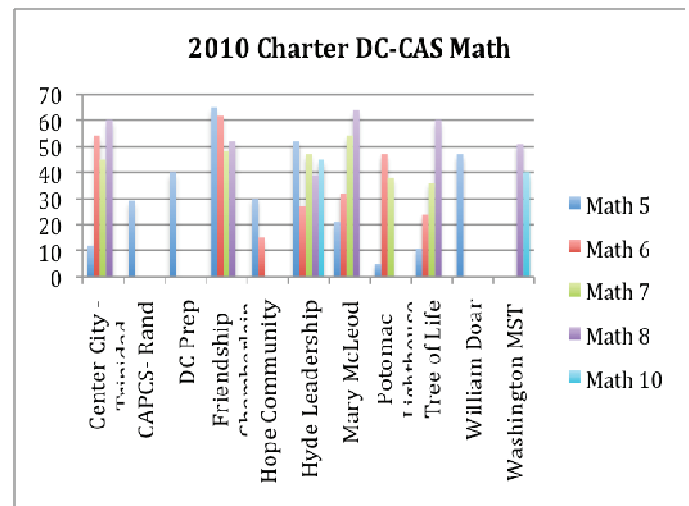
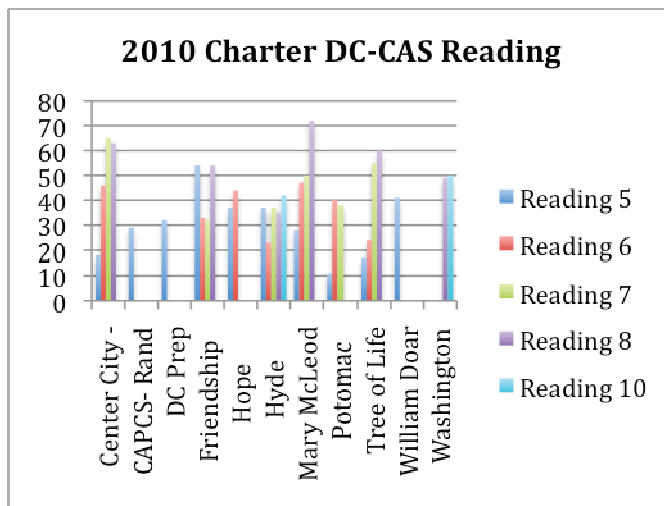
The students in the District of Columbia and Ward 5 in particular have several risk factors that make it necessary to provide students and families with strong supportive schools. Approximately 20% of the youth in D.C. and Ward 5 live below the poverty level. Additionally, the youth in D.C. are at high risk of being a victim of crime (62%). Youth in Ward 5, however, are at a greater risk than D.C. as a whole with a 70% chance of being a victim of property or violent crime (Census 2000). The young ladies in Ward 5 are at a greater risk for teenage pregnancy (15%) than the rest of the district on average (12%) (Census, 2000). Poverty, pregnancy, and high crime rates can prove to be barriers to academic success without the provision of schools that provide students with skills and tools needed to avoid and overcome difficult situations (Conner & McKee, 2008; Wilson, 1990, Duncan, 1994).

The schools in D.C. have had difficulty providing every student in the District with a quality education that builds resilience and fosters excellence in its youth. Without a quality education to combat the risk factors for underachievement, many of the District's youth perform poorly. The reality is that within D.C. and the United States as a whole, African American youth fall victim to schools that don't educate them as well as they do their more affluent or white counterparts. According to the National Center for Education Statistics (2007), scores on the NAEP show the highest achievement gaps in the nation between the District's White and Black students. In 4th grade, the disparities are 67 points in reading and 54 points in math, while for 8th graders the White-Black differences are 66 points in reading and 76 points in math. As the graphs below demonstrate, the gap only gets bigger between 4th and 8th grade. The National Center for Education Statistics attributes this gap not only to race, but also to socio-economic status, which are often interrelated. This is particularly relevant for those students in Ward 5 who are both African American and working class.



Additionally, in Ward 5 on average, only 40% of the students in D.C. Public Schools scored proficient or above on the 2010 DC-CAS in Reading, and 38% scored proficient or above in Math. The charter schools in the area are not faring much better than DCPS. Test results from the charter schools in Ward 5 indicate that, on average, 41% of their students scored proficient or above on the 2010 DC-CAS in Reading and 40% of the students scored proficient or above in Math. The following graphs depict the 2010 DC-CAS Reading and Math scores for the D.C. Public and Charter schools in grades 5 – 10 in Ward 5.





Not only are students ill-equipped in reading and math as evidenced by their performance on standardized assessments, but also many are also unable to complete high school and go on to be successful in college. In the District, the on-time graduation rate is below 50% (D.C. State Education Office, 2006). Additionally, schools in the District are not equipping the youth who do graduate with the skills to enter and successfully complete college. According to a report by the D.C. State Education Office in 2006, only 9% of incoming 9th graders complete college on time. Over 90% of those who start high school either never start college or do not finish their degree. This is very detrimental since as of 2000, more than half of the jobs in D.C. are held by individuals with a bachelor's degree or higher (D.C. State Education Office, 2006). Overall, these data indicate that youth are in need of a school that combats the effects of the risk factors that contribute to low academic achievement and decreased levels of educational attainment. Westminster seeks to be that school and to provide an educational setting that promotes resilience and academic excellence in D.C. youth.

iii. Special and Promising Means of Addressing Student Needs

Westminster believes that it is imperative that schools not only provide students with a rigorous college preparatory curriculum, but also develop the leadership potential and foster the socio-emotional and physical health of students as well. Westminster will serve grades 5 through 12 in order to assist students with the early development of the habits, practices, and skills that will enable them to be prepared for college and the 21st century workplace. By focusing on cognitive, socio-emotional, and physical health, we aim to support students through all of the major transitions in adolescence that lead to educational attainment – from elementary school to middle school, middle school to high school, and high school to college. To assist with the transition from elementary to middle school, Westminster has included the 5th grade in its secondary schooling program. Research indicates that there are several benefits to including 5th grade with the secondary school versus the primary. First, it provides the opportunity to

adequately address the developmental needs of 5th graders (Alley, 1992). According to Havighurst (1990):

“From the fifth grade on, boys and girls are very much concerned with their abilities to get along with their age-mates in the peer group. They form teams, committees, and clubs and are very much aware of the personalities of people at their age. This is the time for the development of a democratic social relationship, gained by working out the rules of playing and living with one’s equals. The middle school is better for this than one in which the 10-11-year-olds are associating with younger children. (p. 29).”

The second benefit is to lessen the deleterious impact of the transition to middle school. The transition from elementary to middle school has been associated with lower math scores and reading skills, fewer pro-social behaviors, and more externalizing problems (Burchinal, Roberts, Zeisel, & Rowley, 2008; Sameroff & Fiese, 2000). African American students, due to their experience of numerous risk factors, are more likely to fall behind during the transition to middle school (Barber & Olsen, 2004). This decline is predictive of subsequent school failure and dropout (Simmons & Blyth, 1987). Putting the 5th grade in the middle school allows staff to provide students with developmentally appropriate instruction (with remediation and acceleration opportunities) while preparing them for the increased academic demands of middle school. The use of strategies such as advisory and teacher teaming allows teachers to focus on constructed individualized learning plans and allows students to receive individual attention (Alley, 1992). The middle school also provides more frequent opportunities for physical activity. This assists students who are growing to fine-tune their motor skills. Additionally, placing 5th grade students in a middle school setting gives them access to a counselor and guidance services. Westminster seeks to provide physically and emotionally safe classrooms that are intellectually challenging and will increase student motivation and self-efficacy during the transitional period and beyond.

Research also points out similar academic effects for students transitioning from the middle to high school level. For example, students in 9th grade are 3-5 times more likely to be retained (Cooney & Bottoms, 2002). Within Ward 5, the majority of the DCPS and charter schools require that student’s transition to another school for high school. This introduces a host of factors that can interfere with academic progress including discontinuity in school climate, educational practices and social structures. In addition to providing a seamless transition for students from middle school to high school, Westminster will implement several evidenced-based supports for students. These supports include: aligning the middle school curriculum with the high school curriculum (Cooney & Bottoms, 2002), assisting parents and students with high school course selection and a *healthy* increase in academic standards across middle school and high school (Rice, 2001). As with the lower grades, the high school will cultivate a healthy school climate by emphasizing academic achievement; setting high, but achievable standards for student performance; fostering friendly and supportive relationships; providing a serious and orderly learning environment; and instilling hard work and respect for others (Hoy and Tarter, 1997).

In order to meet the needs of our students who are eligible for special education services (approx. 11%), Westminster intends on collaborating with outside agencies to provide psychological and other therapeutic services, such as speech and occupational therapy, to meet students' needs. In addition, Dr. Sycarah Grant (co-founder) is able to conduct special education evaluations on an as needed basis. Lastly, we expect approximately 4% of students to be English Language Learners. Westminster will meet the needs of this population by hiring an ESL teacher to assist these students with learning English as a Second Language, with the expectation that they will be not only conversationally proficient, but academically proficient in reading and writing. In addition, relevant testing and classroom accommodations will be put into place to ensure the academic success of all students.

iv. Opening-Year Enrollment Target and Plan

Westminster will begin with grades 5 and 6 enrolling 20 students for 5th grade and 80 students for 6th grade. Having no more than 120 students the first year will allow us to put into place important initiatives required for our success. For the purpose of this application the Founders of Westminster have created an enrollment plan and budget based on 100 students, however, it is our goal to enroll 120 students.

Westminster Leadership Public Charter School - Enrollment Plan					
	Year 1	Year 2	Year 3	Year 4	Year 5
5th	20	20	20	20	20
6th	80	80	80	80	80
7th		80	80	80	80
8th			80	80	80
9th				80	80
10th					80
Total	100	180	260	340	420

Westminster will achieve and maintain enrollment by conveying and demonstrating our vision and mission through a variety of mediums. The anchor for our approach will be our website that will allow prospective families to apply on-line, mail or fax the application to our office. We will conduct Open Houses and attend and participate in educational choice fairs. We will develop a dynamic database from open houses and community events to advertise events and activities.

v. Explanation of Locating to Ward 5

We decided to locate Westminster Leadership Public Charter School in Ward 5 because of the overall risk factors associated with living in that area. As previously mentioned, youth in Ward 5 are more likely than the average resident of the District to be victims of a crime, experience teenage pregnancy, not have a high school diploma, and live in a female-headed family that receives food stamps or TANF. In addition to the needs, we realized that there is currently no 5th-12th grade school in the area. Also, the majority of the high schools in the area focus on technology, and we wanted to provide the residents of Ward 5 with a viable alternative. Lastly, Westminster has political support from the political leadership in Ward 5 we have already identified and researched and the availability of potential locations. We believe that the school will have a positive impact on the community by providing a high quality alternative to the schools in the area. Our school will not have much of an impact on the schools in the neighborhood as most of them specialize in other academic areas. The high school (9th -12th) will, however, provide a local college prep school that for those public charter schools serving grades PK-8 with an emphasis on students achieving in a college preparatory curriculum.

b. Mission and Philosophy

The mission of Westminster Leadership Public Charter School is to develop leaders who are healthy, caring, thoughtful, and well prepared for further education and work, in a place where family, school, and community are partners that provide support and opportunity to all students.

At Westminster, we believe that all future leaders should have the opportunity to attend and succeed in college. The following are our core beliefs and the foundation upon which the school is built:

All Children Can Learn: We believe that all children are capable of learning and that every child has an area of strength that can be used to develop any areas of weaknesses. It is our job as educators to make sure that every child has mastered every standard and is prepared for college. If students have not learned a concept, it is not because they are not able to; it is because we as educators have not found the appropriate way to teach it to them.

Physical and Emotional Health: According to Maslow's Hierarchy of needs, individuals need to be in good physical and emotional health in order to be able to focus on higher-level activities such as school. We believe that providing students with opportunities to meet their emotional and physical needs will allow them to focus on reaching the highest level of self-actualization and achievement. In addition they will become physically and emotionally healthy and happy students.

High Expectations & Rigorous Curriculum: Westminster will use a mix of rigor (high standards), relevance (connecting the curriculum to students), and responsiveness (data-based decision making) to guide students on the path to high school and college graduation. Expectations will be set high for staff and students and all will be expected to meet those

expectations with the support and encouragement of each other.

Continual Assessment: Assessment is key in ensuring that EVERY student receives a quality education. In addition to statewide assessments, Westminster will implement a system of formative assessments that periodically assesses students' academic success. These data will be used to develop an individualized learning plan for each student, which will be reviewed on a regular basis to ensure that all students are making progress towards mastering the standards. If the data indicate that students are doing poorly, teachers will implement different methods and teaching techniques to put students on a trajectory of success. Teachers will also be encouraged to modify the plans of students who are doing extremely well to include practices that push students to reach their potential. Teachers will have the support of the Curriculum Coordinator as well twice monthly professional development sessions to assist them in meeting the needs of all students.

Parental Involvement: Westminster Leadership Public Charter School realizes the great importance of parent participation. Before enrolling their children in the school, parents will be informed of the expectations of partnership between school and family that are integral to our educational model. After enrollment, parents will receive an orientation that will spell out the ways that parents will be expected to participate in helping their children reach their full potential. This can include two-way communication with teachers about students' strengths, achievements, and talents as well as concerns; supporting their students' school work at home; volunteering at the school; or supporting the school in other ways. Parents will also have access to an online Share Point with the school so that they can have access to information about their child's progress and be informed of school events. We will have a Parent Coordinator on staff to assist parents with navigating the school process. The Parent Coordinator will direct the Parent Center to provide parents access to school and community resources. Westminster believes in making all parents feel welcome and contacting parents not only for problems, but to share the positive moments and achievements of their children. Finally, parents will have the opportunity to provide feedback to school faculty and administrators through the Parent Association. The Parent Association will consist of parents of the students attending the school, and will meet on a monthly basis to discuss issues of concern and encourage a sense of community. Representatives from the Parent Association will meet with the Principal on a monthly basis to share their concerns.

Positive School Culture and Teacher Relationships: A positive school climate will be facilitated through the use of a socio-emotional curriculum and Positive Behavior Supports. In addition, each student will be assigned an "Advisor" that will follow them throughout their tenure at Westminster. Westminster understands the importance of the teacher-student relationship in developing students' sense of belonging and achievement; thus, these relationships will be fostered through the development of small learning communities and relationship building during the advisory period.

Community Partnerships: In order to ensure that all students are prepared to be successful in college, Westminster will develop relationships with local colleges. Through these relationships, students will be able to learn about the admissions process, being successful in college, and college life. In addition to developing relationships with local colleges,

Westminster will partner with local community agencies, such as Upward Bound, that assist students with the transition to college. Lastly, we will partner with local recreational centers such as We Can to provide quality out-of-school time activities that can supplement the school's extracurricular offerings. As explained in greater detail in the Education Focus section, Westminster plans for each grade to partner with local universities for campus visits and college-sponsored programming.

To complement this community partnership, each grade will have an advisory period that in addition to developing a sense of community, will focus on skills necessary for college including: discovery of different careers, entrepreneurship, self-discovery, development of future plans, note taking, conducting research, critical reading skills, research on different colleges, SAT prep, college application preparation, resume writing and interviewing. Westminster will also reach out to community partners such as DC-Tuition Assistance Grants (DC-TAGS), College Bound, College Summit, DC-College Access Program (DC-CAP), and Upward Bound. In 2006, the District of Columbia sent out a call to action to double the numbers for college success (DC College Success, 2006); Westminster wants to be a part of helping the District reach and surpass that goal. The idea is to instill in our students that college is a natural extension of high school and to prepare them to be successful college graduates.

c. Educational Focus

Westminster's founders made the decision to initially enroll 5th and 6th grade students for two reasons. First, within the context of its strategic planning, the founders have committed to a "gradual growth" strategy that dictates that the student census not exceed 120 students in the first year of operation. With that in mind, it was decided to begin with grades 5th and 6th grade in year one, and plan for expansion to higher primary middle school and high school grades in future years. Second, the decision to begin with 5th and 6th through was motivated by the Founders' desire to have a positive impact on its student's academic potential at this very critical point in their educational experience. It was felt that by limiting the first year student capacity, the school's administrators and staff would have a greater ability to concentrate their time and effort on a manageable number of students.

Westminster believes that in order to provide students with a quality education, we must implement school components that are based on research and demonstrate proven results. Based on the literature and reviews of award winning charter schools, the founding group has determined that Westminster will implement the following curriculum components: A strong focus on literacy, curriculum aligned with state standards, college preparatory curriculum, socio-emotional curriculum, and physical health program.

i. Focus on Literacy

Due to the large number of students who will be reading below grade level (approximately 90%) it is imperative that literacy be in the forefront of the education we provide to our students. Westminster will provide explicit instruction in reading and writing that assists

students with their literacy development. Students will be engaged in smaller class sizes and longer class periods for reading and writing to increase time engaged and learning outcomes (Mishel & Rothstein, 2002). Students will be also required to participate in the Silent Sustained Reading (SSR) program every morning. Research has found that this curriculum component encourages students to be successful active lovers of reading (Yoon, 2002). If literacy is not addressed early, students will be disadvantaged in all other curricula and subject matter in the years to come. It is expected that through these efforts, the number of proficient and advanced readers will increase.

ii. Standards-Based Curriculum

Given the District of Columbia Comprehensive Assessment System (DC-CAS), Westminster will draw directly from the topics, sequence, and examples covered in the DC curriculum framework guides. Students must first master the basic skills prior to moving on to mastery of higher-level abstract material. All students must master every standard and is given the opportunity to do so through the extended school day/year and teacher supports. Expectations will be high and standards will be rigorous. Research shows that rigor, relevance, and responsiveness in schools are crucial elements for guiding students towards high school graduation and beyond (Manzo, 2008; Chubb & Moe, 1990).

iii. College Preparatory Curriculum

The college preparatory curriculum (modeled after the award winning Boston Collegiate Charter School) will be developed by looking first at what the colleges require and working backwards from there. Thus, students will be required to take college-preparatory, honors, and Advanced Placement courses that are aligned with the SAT, and the College Board Standards. There are also several other components that will be implemented to assist students with the college process. Westminster plans for each grade to develop yearlong relationships with local colleges beginning in grade 5 with campus visits and college-sponsored programming. This is imperative as most Washington consortium colleges enroll a limited number of students from the District (with the exception of Trinity and University of DC). This will allow students to develop relationships with local colleges and increase enrollment while enabling colleges to gain insight on how to retain and matriculate DC students through their programs. To complement this community partnership, each grade will have an advisory period that in addition to developing a sense of community, will focus on skills necessary for college including: discovery of different careers, entrepreneurship, self-discovery, development of future plans, note taking, conducting research, critical reading skills, research on different colleges, SAT prep, college application preparation, resume writing and interviewing.

iv. Socio-Emotional Curriculum

Westminster Leadership Public Charter School will seek to implement the research based, award winning, socio-emotional curriculum for all of the students in the school. Through 8th grade, this program will teach empathy, emotion management, problem solving, and cooperation. During high school years, the program will focus on: substance abuse prevention, bullying prevention, violence prevention, empathy and communication, emotion management and coping,

problem solving, decision making, and goal setting. In addition to implementing this curriculum, all grades will be participating in Positive Behavior Supports (PBS). This program supports students who are demonstrating positive behaviors within the school and it has been effective in reducing problem behaviors and increasing pro-social behavior (Kutash, Duchnowski, & Lynn, 2006).

v. Physical Health

According to the National Middle School Association the inclusion of health and fitness is beneficial for middle school students. Westminster is partnering with Play Sports USA to offer a range of leadership focused sports. Westminster will include individualized sporting activities such as fencing, martial arts, tennis and golf to foster a greater degree of concentration, discipline, and self-confidence. Team sports such as Rugby will be included to encourage teamwork, problem solving, discipline, and unity of purpose. All of these are skills that will sustain a person over the course of their life and contribute to their success.

vi. Teacher Professional Development

In order to meet our goals, Westminster plans to provide extensive professional development for its teachers and other educational professional staff. Professional development includes a two-week orientation in August to ensure that all staff understands the mission, vision, school-wide goals and objectives, curriculum and the collection and analyzing of data, among other important information. Teachers will also receive in-service training throughout the school year as well as attend appropriate conferences and workshops. As a result, it is expected that all faculty and staff will foster an academic learning environment where students become enthusiastic, competent readers and writers by implementing research-based curriculum and pedagogical practices. Teachers will strengthen these skills at every opportunity by engaging students in skill appropriate projects and assignments. In keeping with the belief that all children can learn regardless of their social and/or cognitive limitations, teachers will use a variety of assessment tools to assess students on a regular basis. The teachers document the student assessments and share the information with the Data Team on a monthly basis. The teachers will be available on a monthly basis to discuss the student's progress reports for the parents. This documentation is to insure that all steps are being taken to document that the students are making adequate progress.

d. Goals

The goals of the Westminster Leadership Public Charter School that are listed and discussed below are based on the mission of the school to develop leaders who are healthy, caring, thoughtful, and well prepared for further education and work. We will accomplish this by engaging students in a rigorous and comprehensive academic program in concert with their families and community. Upon graduation, students are expected to be healthy, caring, thoughtful, technologically knowledgeable, and well prepared with habits that will lead them to success in further education, career, and life. Our mission is philosophically grounded in a developmental approach, which holds the students, and in fact the entire school community, to high expectations, while providing the supports and opportunities to achieve their goals.

One key to facilitating student success will be that each student will be paired with an advisor, an adult in the school who will provide guidance and support to a small group of students throughout their tenure at the school and will know them and their families as well. We will measure the success of our endeavor through two primary goals. The following are the major goals that are being established for Westminster for its initial year of operation and subsequent years.

Overall Goals

- Goal One: The Primary Goal for student learning is to develop student proficiency in all critical content areas (English and language arts; mathematics; science; social studies; and the arts).
- Goal Two: A major overall goal is to emphasize the development of the whole child academically, socially, and physically, which will develop strong leaders.

We will use the results of these measures to identify adjustments needed to improve or sustain achievement levels, as we plan for successive years. There are a number of objectives that are connected to the two overall goals listed above. The objectives below conform to the Westminster Leadership Public Charter School's expectation that the school will develop young people who can attain the following academic performance objectives for their grade level or higher.

i. Mission Specific Academic Performance Objectives

Objective 1: Students will demonstrate the use of critical thinking skills, more specifically students will:

- Develop their ability to remember, understand, analyze, evaluate, and apply the ideas to realistic situations.
- Understand appreciate and embrace the experience of different ethnic backgrounds, genders, and all forms of differences.

Objective 2: Students will become confident and independent readers and will achieve above average scores in standardized reading tests; students will demonstrate in basic reading skills.

- Oral communication
- Written communication
- Reading fluency Comprehension
- Develop the ability to respond to clarifying questions concerning textual elements of expository text
- Identify figurative language and rhetorical structures used to engage audiences
- Identify and analyze types of literature
- Identify and analyze patterns of imagery in literature

Objective 3: Students will become strong independent writers and speakers, more specifically students will:

- Write interpretations of literary, expository, and or persuasive readings
- Exercise their own voice in writing and speaking
- Learn to distinguish between formal and informal communication
- Write and speak using logical organizational patterns

Objective 4: Students will master the national science standards and be able to design and perform scientific experiments and evaluate scientific method, students will be able to:

- Plan and conduct experiments
- Employ tools and techniques to gather data
- Utilize data to construct reasonable explanations
- Incorporate and integrate different science disciplines

Objective 5: Students will master mathematical concepts and apply them to a variety of settings and attain above average in mathematical skills, students will demonstrate proficiency in the following mathematical concepts:

- Algebra and uses of variables
- Data and chance
- Geometry
- Measures and measurements
- Patterns, functions, and sequences
- Resourceful problem solvers and analytical mathematical thinkers

Objective 6: Students will become independent learners and execute independent studies, papers, reports, and expeditions. Students will be able to:

- Associate historical events with their community
- Develop research strategies that will enable them to formulate their own questions and initiate plans for locating information
- Articulate their own learning strategies, evaluate their effectiveness, and use those that work best for them

Objective 7: Students will appreciate and be expressive in the arts, be able to integrate technology resources for diverse purposes, students will be able to:

- Integrate the use of computers and related technologies into their daily lives
- Make connections among the arts, with other disciplines within the core curriculum, and the arts resources within the community
- Know and understand the historical and cultural contexts of the arts

ii. Mission-Specific Non-Academic Performance Objectives

Westminster was developed because of a commitment and a vision of members of the community who saw a need for schools that prepare students to be competent, responsible and productive members of the community. It is Westminster's goal to facilitate the emergence of potential leaders who possess the confidence, knowledge and skills to help improve conditions in their communities, and in the broader world arena. The dynamic Westminster approach to academics will extend far beyond school's walls. Westminster will involve families and other community members who support and promote quality education. Ultimately, the school will be a model for educational and social change.

Objective 1: Students will be socially prepared to form healthy meaningful relationships between adults, peers, and their communities.

Objective 2: Students will develop appropriate inter-personal skills that help them to work collaboratively and resolve conflicts effectively and safely.

Objective 3: Students will attain a sense of community commitment by becoming involved in service projects and community-based projects. Students will gain an appreciation for a diverse and cultural experience through involvement in activities that bring them in contact with as many diverse communities as possible.

Objective 4: Students will develop the characteristics of good leaders and good citizenship.

iii. Organizational Objectives

The founders and the leadership team commit to fostering a safe and student centered atmosphere, which establishes an environment of trust and collaboration where students, staff, and families feel safe, respected and esteemed.

Objective 1: Parents will deem themselves as partners in their child's education.

Objective 2: Staff will deem themselves as stakeholders.

2. Charter School Curriculum

a. Learning Standards

Westminster's curriculum is based on sound pedagogical theory and practice; it will be effective, efficient, and appealing; it is aligned to DCPS standards and national quality standards and accommodates multiple learning styles and needs. As a school, we aim to produce

physically and emotionally healthy students who are college ready and who are leaders in their communities. Thus, the standards adopted will assist us in accomplishing this goal.

i. Academic Standards

The founders of Westminster consulted with educational experts in the field and adopted a curriculum framework based on DCPS standards, national standards as developed by National Council of Teachers of English, National Council of Teachers of Mathematics, and National Council for Social Studies and National Educational Technology Standards to fit our overall mission of academic rigor. In order for a standard to be considered as a part of Westminster's curriculum it had to meet several criteria. The first is that the standards had to assist us in accomplishing our goal of graduating students who are not only academically sound but also emotionally and physically healthy, college-ready leaders. In addition, the standards needed to be inclusive of our children who are English Language Learners or those who may have special needs. An example of these standards is in Appendix A.

ii. Non–Academic Standards

Westminster will also cover several non-academic content areas to ensure the success of our students. In order for students to be available for learning, they must be emotionally healthy. This not only puts students in a position where they can learn personally, but also contributes to a school culture that is open and caring where all students feel safe, esteemed and able to access information. Therefore, Westminster has adopted social-emotional standards to assist with the development of emotionally healthy students. These standards are based on the recommendations of the National School Climate Council. Research shows that a positive school culture is a vital component in academic success. Westminster has also adopted leadership standards as part of our goal and mission as a school. Developing the characteristics of good leaders in students allows them to be successful, not only in college, but also in society by developing an internal locus of control. This enables them to take charge of their futures and assist others in doing the same. These standards come from the National Association for Student Councils. An example of these standards is in Appendix A.

b. Resources and Instructional Materials

Westminster anticipates serving students that primarily reside in Ward 5 where many of the students have historically performed below average on academic achievement assessments. In the last few decades, researchers have begun to investigate alternative ways of addressing the teaching and learning process of diverse children (Hilliard, 1994, Ladson-Billings, 1994, Boykin, 1985, Kunjufu, 1984). The methodology they have developed places a strong emphasis on social emotional development and community. In short, these researchers highlight the relationship between the home experiences of diverse students and how strategies can be implemented to strengthen communication between teachers and students in urban schools (Hale, 1986, Hilliard, 1992, Shade, 1984). The success of Westminster's students begins with taking steps to ensure all elements of the curriculum/resources, instructional materials, standards, instructional strategies, assessments, and professional development—are aligned in order to support student learning. Rigorous resources and instructional materials are ones that provide students with a strong

foundation of knowledge in the subject area. Research by Lisa Delpit (1995, 2003) addresses how culturally and linguistically diverse (CLD) students must gain a solid foundation in a subject area before being able to be conversant in and critical of it. The following curricular resources will be implemented using a student-centered approach.

i. English Language Arts Instructional Resources

The following resources have been chosen to ensure all students are proficient in reading and the language arts. These resources are aligned with the standards created by the National Council for Teachers of English and selected by Westminster. The Holt McDougal texts build on the basic skills students are required to learn in primary school; however, Holt McDougal continues to incorporate skills that might not have been mastered such as phonemic awareness, phonics and decoding, oral language, high-frequency words, vocabulary concepts, test comprehension, fluency and writing process. We are committed to all of our students reading on their appropriate grade level in accordance with No Child Left Behind *Reading First* goals.

Holt McDougal Literature also provides a series to guide students to the mastery of the National Council of Teachers of English (NCTE) standards. These resources allow for the teaching of major literary concepts across genres. Students analyze fiction, nonfiction, poetry, drama, and media across clusters of standards. Students will also learn about African American Literature, American Literature and British Literature. In addition, teachers will tailor discussion and writing in ways that highlight, leadership, social emotional development and community. Teachers will build bridges between what the child knows and the literature used throughout the unit. This text series supports this process through suggested pre-reading activities that engage students in written and oral discussion of the literature's themes in the context of today's society. Students will be educated in a holistic manner and embed the literature in larger discussions. This curriculum will build upon the individual strengths of our students' culture and linguistic backgrounds. It will provide an academic foundation to ELL that will not only enable them to attain English proficiency, but will also prepare them with strong academic skills. All texts have additional support materials and instructional modifications to assist ELL students. These resources also support visual and media literacy, speaking and listening, and research strategies. In addition, to utilizing the aforementioned curriculum the school will infuse the following resources to enhance our curriculum: Holt McDougal Holt Vocabulary, Holt McDougal Bridges to Literature, McGraw-Hill Student Anthologies, Glencoe AP Approved Texts, and Lexile scores and reading lists.

5th – 8th Grade English Language Arts

In 5th – 8th grades, students will be exposed to a variety of texts and tasks including the McDougal Littell Literature Series. The classrooms will be rich with print and consist of a library that includes a wide range of genres, both narrative and expository that include: poems, fiction, non-fiction (literary and informational), essays, speeches, biographies, periodicals and narrative histories. Students will use the classroom library and other resources to engage in several learning activities in order to meet and exceed the learning standards.

5 th – 8 th Grade	
5 th	Grade 5, Macmillan/McGraw-Hill Language Arts, Grade 5, Treasures
6 th	McDougal Littell Literature Grade 6
7 th	McDougal Littell Literature Grade 7
8 th	McDougal Littell Literature Grade 8

To ensure we are fostering strong readers and writers, the curriculum incorporates the balanced literacy approach, which provides a natural way for teachers to differentiate instruction through the small group activities, that allow students to work at their individual levels. This curriculum will begin in grade 5 and continue through 12th grade. The texts selected foster Reader's workshop, which consists of four different activities: Read aloud, shared reading, guided reading, and independent reading. Each of the above concepts is explained in detail in the chart below:

What	Who	Goals
Read Aloud – <i>Teacher reads selection aloud to students</i>	Whole Group	<ul style="list-style-type: none"> *Provides adult model of fluent reading *Develops sense of story/text *Develops Vocabulary *Encourages Prediction *Builds a community of readers *Develops active listening
Shared Reading – <i>Teacher and students read text together</i>	Whole Group	<ul style="list-style-type: none"> *Demonstrates awareness of text *Develops sense of story or content *Promotes reading strategies *Develops fluency and phrasing *Increases comprehension *Encourages politeness and respect
Guided Reading – <i>Teacher introduces a selection at students instructional level</i>	Small groups (4-6 students)	<ul style="list-style-type: none"> *Promotes reading strategies *Increases comprehension *Encourages independent reading *Expands belief in own ability
Independent Reading – <i>Students read independently</i>	Individual	<ul style="list-style-type: none"> *Encourages strategic reading *Increases comprehension *Supports writing development *Extends experiences with a variety of written texts *Promotes reading for enjoyment and information *Develops fluency *Fosters self-confidence by reading familiar and new text *Provides opportunities to use mistakes as learning opportunities

The following chart outlines the basic approaches and types of writing activities students will engage in.

What	Who	Goals
Modeled/Shared Writing: <i>Teacher and students collaborate to write text; teacher acts a scribe</i>	Whole Group	<ul style="list-style-type: none"> *Develops concepts of print *Develops writing strategies *Supports reading development *Provides model for a variety of writing styles *Models the connection among and between sounds, letters, and words *Produces text that students can read independently *Necessitates communicating in a clear and specific manner
Interactive Writing: <i>Teacher and students compose together using a “shared pen” technique in which students do some of the writing</i>	Whole Group	<ul style="list-style-type: none"> *Provides opportunities to plan and construct texts *Increases spelling knowledge *Produces written language resources in the classroom *Creates opportunities to apply what has been learned
Writers Workshop – <i>Supporting student learning in writing</i>	Small groups or individual	<ul style="list-style-type: none"> *Learn the craft of writing *Study the craft of other authors *Develop life-long writers
Independent Writing <i>Students write independently</i>	Individual	<ul style="list-style-type: none"> *Strengthens text sequence *Develops understanding of multiple uses of writing *Supports reading development *Develops writing strategies *Develops active independence

9th – 12th Grade English Language Arts

In addition to balanced literacy, students in the upper grades will use McDougal Littell’s Literature as a resource to assist in the delivery of standards. As a part of the student-centered model, it is imperative to note that this book will be used as a resource and not solely to impart information. Additionally, Westminster will provide students access to AP courses using curriculum resources from the same publisher. All course work in grades 9-12 will be aligned

with the standards set by the College Board for Advanced Placement courses in correlating subject areas, even non-AP classes. This will allow all students access to the rigorous academic standards and literature at the appropriate pace for their course level.

9 th – 12 th Grade	
9 th	McDougal Littell Literature Grade 9
10 th	McDougal Littell Literature Grade 10
11 th	McDougal Littell Literature – American Literature
12 th	McDougal Littell Literature – British Literature

Supplemental ELA Resources - Grades 5 - 12

In addition to the McDougal Littell Literature text and vocabulary text, students will read a wide variety of novels that represent the cultural diversity and history of their community and the nation. This literature will include classics, plays, and modern texts. A holistic approach will be used when teaching these texts to incorporate vocabulary building, reading skills, literary analysis skills, and writing skills. These texts will be made more accessible to ELL and special education students through a variety of supplemental materials and audio-books when available. The following is a sample reading list and is not all inclusive. Texts maybe added and subtracted to meet the needs of the students.

Bridge to Terabithia, Katherine Paterson

Watership Down, Richard Adam

Holes, Louis Sachar

Hoot, Carl Hiaasen

Number the Stars, Lowis Lowry

Speak, Laurie Halse Anderson

Peak, Roland Smith

Summer of My German Soldier, Bette Grey

The Cay, Theodore Taylor

Animal Farm, George Orwell

A Wrinkle in Time, Madeleine L'Engle

Lord of the Flies, Golding

Dragon Song, Anne McCaffrey

The House on Mango Street, Sandra Cicneros

Z for Zachariah, Robert O'Brien

I Know Why the Caged Bird Sings, Maya Angelou

Night, Ellie Wiesel

Of Mice and Men, John Steinbeck

Fahrenheit 451, Ray Bradbury

The Outsiders, SE Hinton

Go Ask Alice, Anonymous

The Awakening, Kate Chopin

The Narrative Life of Fredrick Douglass,
Fredrick Douglass

Jane Eyre, Charlotte Bronte

1984, George Orwell

The Importance of Being Ernest, Oscar Wilde

The Bluest Eyes, Toni Morrison

Beloved, Toni Morrison

The Color Purple, Alice Walker

Black Boy, Richard Wright

Their Eyes Were Watching God, Zora Neale Hurston

The Grapes of Wrath, John Steinbeck

Romeo and Juliet, Julius Creaser,
Macbeth, Hamlet, William Shakespeare

The Crucible, Arthur Miller

The Glass Menagerie, Tennessee Williams

Poetry from the following authors will be included: Angelou, Alighieri, Atwood, Brooks, Browning E., Browning R., Byron, Basho, Blake, Burns, Benet, Cummings, Carroll, Chaucer, Dickinson, Dahl, Dunbar, Dillard, Eliot, Emerson, Frost, Giovanni, Hughes, Ibsen, Joyce, Keats, Longfellow, Milton, Millay, Poe, Plath, Rich, Soto, Shakespeare, Shelley, Swift, Whitman, Wordsworth, Walker, Wilde, Wharton, and Yeats.

ii. Mathematics Instructional Resources

The Houghton Mifflin Harcourt Math program has been selected. This text was chosen because it correlates to our standards and vision and is aligned with the DCPS standards as well as the standards developed by NCTM. These resources cover nine strands: Numbers and operations; measurement; geometry; patterns, algebra, and functions; statistics, data analysis, and probability; problem solving; communication; mathematical reasoning; and connections. These strands are mastered by developing students' higher order of thinking and problem solving skills through the integration of manipulatives. Additionally, adapted lessons allow teachers to give students with learning difficulties the additional help they require.

Westminster's Math curriculum is guided by the following principles:

- Students acquire knowledge and skills, and develop an understanding of mathematics from their own experience;

- Mathematics is more meaningful when it is rooted in real life contexts and situations when children are given the opportunity to become actively involved in learning; and
- Teachers and other adults play a very important role in providing children with rich and meaningful mathematical experiences.

Relevant features of Houghton Mifflin Harcourt Saxon Math and Westminster's beliefs incorporate the following:

- Real-life Problem Solving: there are examples of mathematical problems that are applicable to the student's daily lives and even to events that happen within the classroom on a daily basis.
- Balanced Instruction: Instructional methods such as guided practice, independent practice, cooperative groupings, and peer tutoring are used to balance instruction.
- Multiple Methods for Skill Practice (including written and choral fact drills, mobile math routines, daily sets of review problems called math box and math games.
- Emphasis on Communication. Students will be encouraged to explain and discuss their mathematical thinking, \ verbalizes their thoughts and strategies clarify their thinking and gain insights from others.
- Enhanced Home/School Partnerships home links insure that there is a continual connection between activities in the classroom and reinforcement of those activities and concepts at home.

5th – 8th Grade Math Curriculum

Westminster's math curriculum supports a student-centered approach and community building skills. For example, in sixth grade students will explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials. In this lesson, critical thinking skills are used to solve math problems. In addition, students will be required to research famous mathematicians, reflective of our student body, who made a difference in the community at large. Students will be expected to work independently and in a learning community, assisting each other in developing their math skills. Since mathematics is taught in relation to previous skills providing the groundwork for future skills, this program will prepare students to be mathematical thinkers. Ongoing assessment, group work, and the use of manipulatives in addition to teacher-guided instruction will ensure that students with special needs and ELL will be successful in the classroom. Continuous assessment will allow for all math instructors to measure student success and growth over time and tailor instruction to meet the needs of all students.

5 th – 8 th Grade	
5 th	Saxon Math Intermediate 5
6 th	Saxon Math Course 1 (Grade 6)
7 th	Saxon Math Course 2 (Grade 7)
8 th	Saxon Math Course 3 (Grade 8)

9th – 12th Grade Match Curriculum

Westminster will continue to use the Houghton Mifflin Harcourt Math program series as students' progress from 9th through 12th grade. In these grades students will learn Algebra, Algebra II, Geometry, Calculus, and Advanced Mathematics. These resources prepare students fully for college math concepts through the incremental, building-block approach of regular skills. Westminster plans to provide students with both basic and abstract mathematical thinking. Westminster students will become proficient in mathematics application and reasoning skills. Special attention will be focused on instruction in the language of mathematics. This will give students the tools to be literate in mathematics, solve complex problems, and apply mathematical concepts to new situations.

9 th – 12 th Grade	
9 th	Saxon Math - Algebra I
10 th	Saxon Math - Geometry
11 th	Saxon Math - Algebra 2
12 th	Saxon Math - Calculus

iii. Science Instructional Resources

Westminster will use the Glencoe *Science* series. Throughout their tenure at Westminster, students will learn about several aspects of the sciences including: Life Science, Physical Science, Biology, Physics, Environmental Science, and Chemistry. The Glencoe Science series helps teachers differentiate instruction to accommodate all learners. These resources provide teachers with a myriad of options to assist in the mastery of the standards such as: labs, activities, hands on experiences, critical thinking opportunities, integration of technology, and real world applications. Westminster students will learn to think like scientists. They will learn by doing. Teachers will use inquiry methodologies leading towards increasingly complex scientific investigation and ultimately experimentation, Westminster students will learn to emulate the process of asking questions and probing for solutions that expert scientists themselves employ. Students will learn through rich, readable content, integrated technology, strong visual connections, and hands-on activities. Our science program will be hands on and multi-sensory, it supports inclusion of children with special needs. The hands-on approach also serves the needs of ELL and special needs students.

Since the curriculum relies heavily on group work, students can support each other in completing experiments and research. Through the use of these resources, students will experience the richness and excitement of knowing about and understanding the natural world; use appropriate scientific processes and principles in making personal decision; engage intelligently in public discourse and debates about matters of scientific and technological concern; and increase their economic productivity through the use of the knowledge, understanding, and skills of the scientifically literate person in their careers. Additionally, because of the interrelationship between math and science, students will be asked to develop projects that use

both the science and math skills they have acquired. Additionally, Glencoe provides a vast array of online resources, supplemental information, and assessment tools.

5th – 8th Grade Science Curriculum

Students in grades 5-8 will take science course that will introduce all aspects of the physical and biological sciences. Students will engage in the scientific process through lab work and will learn to write in a science setting.

5 th – 8 th Grade	
5th	Science: A Closer Look Grade 5
6th	Glencoe Science Level Blue
7th	Glencoe Science Level Green
8th	Glencoe Science Level Red

These text books will be supported with the appropriate level of Glencoe's laboratory activities and mathematical sciences integrations.

9th – 12th Grade Science Curriculum

Students in grades 9-12 will delve further into these topics through individual courses in biology, chemistry, physics, anatomy and physiology, earth science, environmental science, and marine science. Students will complete extensive lab work in each course, will write full lab and research reports, and will present findings.

9 th – 12 th Grade	
Biology, AP Biology	Glencoe Biology, Biology (Brooker), 2nd Edition
Chemistry, AP Chemistry	Chemistry: Concepts and Applications Chemistry (Burge), 2nd Edition
Earth Science	Glencoe Earth Science: Geology, the Environment, and the Universe
Physics, AP Physics	Physics: Principles and Problems Physics (Tippens), 7th Edition
AP Environmental Science	Principles of Environmental Science: Inquiry and Applications (Cunningham), 5th Edition

All of the science course work will be supplemented with lab materials from Glencoe appropriate to the course and level of the students. Science class will take an inquiry-based approach that will integrate learning from hands on experiences and traditional texts and lectures

iv. Social Studies Instructional Resources

The social studies curriculum resources selected to teach the standards is the Glencoe Social Studies series that is co-authored by National Geographic. Students will explore world geography and cultures, American history and civics.

Grades 5-8 Social Studies Curriculum

5 th – 8 th Grades	
5th	Social Studies Level 5
6th	Exploring Our World
7th	The American Journey
8th	Civics Today: Citizenship, Economics, and You

The world geography text *exploring Our World* introduces students to the interrelationships of geography, history, economics, government, and current events. The *American Journey* text used as a resource for American history and presents American history from pre-exploration to the present. This resource emphasizes skill development in reading maps, analyzing primary and secondary sources, and exploring connections between history and geography, economics, government, citizenship, and current events. Lastly, the civics text *Civics Today: Citizenship, Economics, and You*, teaches the knowledge and skills needed to be an effective citizen while fostering a willingness to take part in the American democracy.

These texts also feature online resources to supplement and enrich the learning in the classroom. In addition to the above the resource materials selected for teaching social studies ensure that our students build a knowledge base that will support learning over time. Lessons and activities from Glencoe are based on three well-established theories:

- Multiple Intelligences – Gardner has described seven intelligences: verbal-linguistic, logical-mathematical, visual-spatial, body-kinesthetic, musical-rhythmic, interpersonal, and intra-personal that can engage the learner.
- Cooperative Interaction – Elizabeth Cohen’s research has led her to conclude that cooperative group work leads to learning gains and to higher student achievement. Cohen has found that if students are trained in cooperative behaviors, placed in mixed-ability groups, and assigned roles to complete during a multiple-ability task, they tend to interact more equally. This increased student interaction leads to more learning and great content retention.
- Spiral Curriculum – Educational theorist Jerome Bruner championed the idea of the spiral curriculum, in which students learn progressively more difficult concepts through a process of step-by-step discovery.

These theories are congruent with Westminster's student-centered learning approach. With this approach, students discover and knowledge for themselves, as teachers assists them with the thought and discovery processes. Lessons incorporate:

- Visual discovery (students touch interpret and bring to life different aspects of history)
- Social studies skill builders: mapping, categorizing, interpreting political cartoons, analyzing primary resources
- Experimental exercises: simulating historical events
- Writing for understanding: Giving student interactive experiences, viewing powerful images and writing more detailed account
- Response groups: In depth discussions
- Problem solving group work: heterogeneously mixed groups work to dramatize one aspect of history.

An extra resource that will be used to teach the social studies standards is the Glencoe *American Journey* series. In addition to this resource students will also be asked to critically think about historical events and use resources such as *The Washington Post*, newspapers, periodicals and internet resources to think critically about current events and to make correlations. The social studies curriculum resources to teach the standards for grades 7-9 will use the Glencoe Social Studies series that is co-authored by National Geographic.

Grades 9-12 Social Studies Curriculum

Students in grades 9-12 will take social studies courses in line with the DC public school standard curriculum and graduation requirements. For these courses, we have selected texts from Glencoe. These texts have been selected because of their approach to social science, their accessibility to students of various levels and needs, and because they help to teach and instill the leadership and social emotional values important to Westminster.

9 th – 12 th Grades	
World History and Geography I	Glencoe World History
World History and Geography II, AP World History	Glencoe World History Modern Times, Traditions and Encounters (Bentley), 4th Edition
United States History, AP United States History	The American Vision, American History: A Survey (Brinkley), 13th Edition
American Government, AP American Government	United States Government: Democracy in Action, American Democracy (Patterson), 9th Edition

Like grades 5-8, grades 9-12 will also regularly use *The Washington Post* and weekly magazines to supplement the textbooks and help students build the bridge between course work and practical application of concepts. Classes will also make use of the resources of the nation's capitol to allow students to see and experience American history and government. World History courses will also utilize the Smithsonian museums to allow students to interact with history. As the need arises and the school population grows, Westminster will offer course, including AP, in psychology, European History, anthropology, and economics.

v. The Arts

Traditionally, arts curricula have been developed either as subject-based or as outcome-based models. Subject-based curricula define the goals for the content to be learned. Outcome-based curricula define what the goals are for the learners—what they should know and what skills they should possess. Westminster's art curriculum includes both approaches, and will, as it evolves, provide clear and rigorous forms of assessment based on the best practices offered in the field. It contains strong "studio" strands—in which students paint, draw, sing, act, dance and play—as well as aesthetic education experiences that include learning about the art form in its context and in the world. Instead of an exclusive ideology, an inclusive plan allows arts teachers to select the approaches and the content that works best for them.

vi. Physical Education

In addition to meeting the academic needs of the students, at Westminster we are also committed to meeting the non-academic social and physical needs of each student. The physical fitness program will be assisted by Play Sports for Life nationally acclaimed in & after-school program that supports the physical, academic, and character development of disadvantaged children throughout New York City, Boston, Philadelphia, and Washington D.C. Play sports for Life is a non-profit organization with a mission of promoting healthy physical activity in youth and their families through culturally relevant community level interventions designed to affect positive character development. Compiling the NASPE physical education standards, with a multi-sports comprehensive program curriculum encompassing health, nutrition, academic and character building "pillars", Play Sports for Life is more than a physical education program. By involving the community in the education and development of its youth, the overall result is a comprehensive ecosystem designed to support youth development from elementary through high school. By way of example, this partnership would enable us to provide a staff member to take on Physical Education responsibilities and coordinate the sports-related elements of the after school program.

vii. **Non-Academic Curriculum**

Leadership

Westminster will use the resource *Leadership for Students* to assist with the cultivation of leadership skills. The Washington Post and the U.S. Department of Education have cited this resource as an exceptional leadership development tool. This resource covers several content areas including:

- Defining Leadership
- Assessing Yourself as a Leader
- Opportunities for Leadership
- Training for Leadership
- Influence and Encouragement from Others
- Great Leaders
- Advice to Others

It also has several activities to stimulate the exploration of ideas and encourage critical thinking about leadership. It also provides students with guidance and advice about moving into leadership positions at home, school, and in the community. Some example activities include: designing a public relations campaign, contacting a local radio station and interviewing community leaders. In addition to this text as a resource, students will need to complete a number of leadership activities such as community service and demonstration of participation in leadership positions with school projects and school clubs.

Social Emotional Development

Westminster will use the Developmental Designs program to facilitate student social-emotional development. The Developmental Designs program aims to “meet the combination of social, emotional, physical, and intellectual needs of adolescents.” Their approach is based in research and indicates that “healthy, enjoyable relationships are the foundation for success in school.” This program is founded upon six evidence-based principles of successful teaching and learning:

1. Social learning is as important to success as academic learning.
2. We learn best by constructing our own understanding through exploration, discovery, application, and reflection.
3. The greatest cognitive growth occurs through social interactions within a supportive community.
4. There is a set of personal/social skills that students need to learn and practice in order to be successful socially and academically: Cooperation, Assertion, Responsibility, Empathy, and Self-Control.
5. Knowing the physical, emotional, social, and intellectual needs of the students is as important as knowing the content we teach.
6. Trust among adults is a fundamental necessity for academic and social success in a learning community.

Developmental Designs also uses ten classroom practices to address developing relationship, engagement, and social skills:

1. Community-building advisory
2. Modeling and practicing
3. Power of play
4. Social contract
5. Goals and declarations

6. Empowering teacher language
7. Pathways to self-control
8. Reflective loop
9. Collaborative problem solving
10. POWER learning and other engaged learning strategies

c. **Methods of Instruction**

The founders of Westminster believe that high quality instruction is the result of planning, varied instructional techniques and methods that are personally and culturally relevant to our students. At the heart of our instruction is ongoing reflection, caring and high expectations for all children. In what follows, we will discuss our culturally relevant and community-centered approach, our “affirming” management system and how we address the needs of diverse learners.

Westminster’s approach to education is set forth below.

i. **Reflective Instruction**

We believe that it is the teacher and school’s responsibility to make sure that all of our students needs are met. Teachers will nurture a learning community where expectations are high, clear and attainable. Teachers will think of themselves as ongoing learners and will make thoughtful decisions about instruction based on their students’ needs. To support the atmosphere of care and high expectations, the founders at Westminster have purposely selected curriculum that supports our vision that *all* students can learn and that teachers must:

- Engage students in a multiplicity of ways, especially by doing.
- Build on previous and cultural knowledge
- Teach knowledge in relation to other disciplines and ideas not in isolating ways
- Foster an environment where students see themselves as a community of learners.

Our approach is multifaceted. Teachers at the school will be expected to follow a common lesson plan format that emphasizes methodology for each lesson that centers on student and community centered pedagogy. This pedagogical approach includes:

- Visual-symbols, pictures, films, videos, charts, maps readings
- Verbal/Auditory- rhythms, chants, call and response, songs, music rap sessions, stories, fables and proverbs
- Kinesthetic/Tactile-Arts, games, field trips socio-dramatic role play, hands on experiences simulation
- Community building, peer tutoring group instruction, choral reading, cooperative learning holistic approach of relating all parts so that they fit into the larger schemata, collaboration around learning activities.

Lesson plans will mirror the areas and phases of learning as identified in Marzano's Art and Science of Teaching to address all stages of the learning cycle.

In addition, teachers will have an understanding of best practices as related to a student-centered learning approach. The student-centered approach to learning is driven by the learning and psychological theories of John Dewey, Jean Piaget, Lev Vygotsky and Carl Rogers. These theorists believed that it is important to take into considerations the child/student when it comes to their learning processes. Although there are many different definitions of Student Centered Learning, Westminster will use a combination of definitions to define what Student-Centered learning will look like at our school.

At Westminster, student-centered learning means putting the student at the center of the learning process. Student-centered learning includes the following:

- The reliance on active rather than passive learning
- Emphasis on deep learning and understanding
- Increased responsibility and accountability on the part of the student
- An increased sense of autonomy in the learner
- Interdependence between teacher and learner
- Mutual respect within the student teacher relationship
- A reflexive approach to the teaching and learning process on the part of both teacher and learner

In order to be successful in this endeavor, the environment at the school will be open, dynamic, trusting, and respectful and promote the natural desire and curiosity to learn. Additionally, Rogers (1983) indicated that a precondition for a successful student centered learning environment is “a leader or person who is perceived as an authority figure in the situation, that is secure within herself and in her relationship with others that she experiences an essential trust in the capacity of others to think or themselves, to learn for themselves.” In this environment students will collaborate on meaningful and authentic problems that will serve to further their understanding of not only the subject matter, but of themselves. This type of experiential learning requires that we involve the whole person in the learning process, their feelings, and ways of thinking, goals and social skills.

Research has indicated that engaging in this learning approach will result in an empowered student who embraces their own abilities, accepts others talents and is a lifelong learner. Other research has demonstrated outcomes relating to an increase in class participation, motivation, and grades (Hall and Saunders, 1997). Lastly a meta-analysis of several studies conducted on the student centered learning approach by Lea et al. (2003) indicates that it is an effective method of instruction.

Implementing a student-centered learning environment has several implications for the teaching methodologies and strategies that will be used in the school. Rather than focus on direct instruction, teachers will utilize independent projects, group discussion, peer mentoring, debates, field trips, reflective diaries, computer assisted learning and portfolio development as a means for developing and conveying knowledge. Adopting a student-centered learning approach

not only has implication for the way of teaching, but also what teachers teach and how they teach. To implement a curriculum that is congruent with the student-centered learning approach, teachers will focus on what the student will be able to do at the end rather than what will be covered in the course.

ii. Cross-Curricular Instruction

In addition to the curriculum for each core subject area, teachers will group plan lessons that are related across content areas to support learning. The course curriculum maps will correlate historical literature in English/Language Arts courses with the history being taught in social studies courses. Math and science courses will also cross plan for common topics such as measurement in early science courses and vectors in more advanced courses like physics and calculus.

iii. Classroom Management

To address the classroom management needs of the teachers and students in the lower school and upper school, Westminster will implement the Developmental Designs Program (section A(2)(b)(vii)). Teachers will also use Positive Behavioral Supports (PBS) as a way to maintain and reward positive behavior. In addition to implementing Developmental Designs, all teachers will attend several professional development sessions on general classroom management during the 3 weeks of summer orientation. All classroom setups, procedures, rules, consequences and reward systems will be reviewed and approved by the administration and behavioral specialists prior to the start of the school year. This will be done to ensure a smooth start to the year and contribute to the most academic engaged time as possible.

iv. Transitioning

Students in grade 5 will begin the process of transitioning into 6th grade. This will be achieved by creating individual courses that students will travel to in English/language arts and mathematics. This will prepare them for learning from multiple instructors and handling multiple expectations. Students in grade 9 will be transitioned from middle to high school through an isolated setting. Students in this grade will share the same core teachers, much like middle school, and they will only travel to classes with the rest of the high school for electives. Special attention on assisting these students into a high school setting will be made through their ILP and social-emotional standards.

v. Assessment

Assessment in a student-centered learning environment also looks different than some traditional schools. Westminster will focus more on formative assessments than summative. This will allow the student and teacher to discover learning gaps and areas they can develop. Some examples of formative assessments include: feedback on essays, written comments on assignments, grades during the year that do not add to an end of the year mark, and multiple choice questions/answers for feedback only. Instructional resources that allow for a student-centered instructional approach support these formative assessments. Research shows that

teachers who engage in frequent formative assessment and use data to drive instruction have a higher success rate among their students. All courses will make use of informal assessments to measure the success of a lessons success so that reteaching can happen, when necessary, before a student has failed a summative assessment at the end of the unit.

The selected resources facilitate work around independent projects, and group work that can be assessed to determine areas for development. Additionally, in order to monitor progress towards the learning goals, Westminster will administer standardized formative measures to assist the identification of progress or lack thereof towards designated goals. These include the AIMSweb reading, writing, and math probes as well as the PLATO Learning system assessments and progress monitoring tools.

To further ensure student success, teachers will follow an approach to assessment and grading similar to that proposed by Glassar. This model will allow for students to attempt and redo work as often as needed to demonstrate mastery. Assessments of all kinds are to measure a student's mastery of a topic, and when mastery has not been demonstrated the teacher is obligated to reteach and reassess the student until mastery is reached. Students will also not be penalized academically for behavioral issues. Students will be given every opportunity to master and demonstrate mastery of the curriculum. This will be an especial focus in the 9th grade, where research shows that half of all students retained in grade 9 will not graduate from high school.

vi. Use of Technology in Instruction

Westminster will integrate technology as a tool and system to assess, develop and enhance student learning. Research suggests that teachers located in affluent schools are more likely than teachers in urban schools to use technology for a wide range of activities (NCES, 2000). These varied activities include gathering information, creating instructional materials at school, communicating with colleagues and instructing students (NCES, 2000).

The founders of Westminster will use technology as a tool to support student-centered learning. Teachers will be connected to a network developed to manage and analyze student data, support the classroom and involve parents. Westminster intends to use technology to provide students additional practice with key concepts, assessments that make it easy to track progress, early intervention and to develop and advance students with special needs. Westminster's inclusion of technology will be designed to foster technology literacy at all levels in every subject, allowing students to experience technology as an integral tool for the learning process. Westminster will include multimedia resources.

vii. Learning Management System (LMS)

As the name implies, a learning management system provides a suite of integrated tools to facilitate all aspects of the learning process, including content delivery, communication, and assessment and evaluation. Technology is leveraged to provide customizable learning experiences for all students; the technology itself is transparent to the students. In-class technology usage improves student learning primarily in two ways: allowing frequent monitoring of student progress at individual and class levels and enabling students of different abilities to work

at their individualized instructional levels. The LMS “prescribes” an individualized learning path for each student, generating the lesson plans that he or she needs to attain the next degree of mastery. This is a seamless process. Since technology has multi-modalities, its use will embrace English Language Learners and children with special needs. The LMS that Westminster has identified for use is Plato. The Plato Learning tool will provide student assessments, personalized instruction, technology-based teaching tools, and standards-driven assessment and data management to facilitate continuous academic improvement. This learning platform will be used as a supplement for those students experiencing difficulty with the general curriculum. In addition it can be used for our more advanced students as well. Plato offers courseware modules, which contain tutorial, drills, applications, problem solving, and mastery test. Teachers will have access to a rich variety of easy to use, integrated multimedia tools featured within the course. Reproducible student activity worksheets are available to reinforce learning strategies to assist in building skills. Plato’s curriculum covers reading language arts, math, science, social studies, as well as life and job skills.

Westminster’s technology curriculum resources will be supplemented by the Digital Learning Commons (DLC). The DLC is a collection of digital library and college/career planning and foreign language resources. Students will use the DLC to research papers for classes and to complete many of the Westminster’s course requirements. The DLC is accessed through the network. Westminster’s technical vision is to improve student achievement through effective uses of technology. Westminster believes that improvement in student achievement will result through a balanced application of technology in the classroom and technical literacy. Westminster will constantly be evaluating technology in an effort to improve our ability to educate our students, support our instructors, and communicate with the families we serve. We believe that Westminster aggregated a best-of-breed technology platform (described above) that is comprised of innovative and practical applications, which will enhance our students’ ability to engage with the course material.

Classrooms will have access to the following technical resources to assist in the development of 21st century learning.

- Interactive Whiteboards
- Projectors
- Cable
- Internet

Westminster will improve student achievement through effective uses of technology. We believe that improvement in student achievement will result through a balanced application of technology in the classroom and online learning best practices. Westminster will constantly be evaluating technology in an effort to improve our ability to educate our students, support our instructors, and communicate with the families we serve.

d. Students with Exceptional Needs

The student-centered learning approach allows students to progress at their own pace and discover the concepts that they are learning in a way that is meaningful and facilitates understanding. Westminster also believes that it is imperative not to present special needs students with a watered down curriculum but rather allow them to master their grade level standards with assistance and support provided. This learning philosophy in conjunction with small class sizes and differentiated instruction will be conducive to the achievement of students with special needs. According to the special education populations of the surrounding schools in Ward 5, Westminster expects students with special needs to make up approximately 11% of its population. In order to complete all assessments and placements of students in a timely fashion, Westminster has opted to have LEA status for the purposes of Part B of IDEIA (2004) and to conduct any evaluations necessary according to federal law and District regulations.

i. Identification of Students

The identification of all students with special needs will follow all laws and regulations set forth by the federal government (IDEIA, 2004) as well as OSSE. There are several paths of identification that may determine whether a student is in need of special education services: a pre-existing IEP; and referrals (i.e., by a parent or teacher).

If the student has a pre-existing IEP, then the Multidisciplinary Team (parent, school psychologist, special education coordinator, administrator, and teacher) will convene a meeting to determine the services and implement the goals on the students IEP. If the student's IEP is out of date or is up for a triennial evaluation, the team will determine the necessary assessments that need to be conducted and reconvene to determine the appropriate services and goals for the student.

For referrals, IDEIA identifies two different methods of identifying students for special education services: either through a discrepancy model or through the Response to intervention model. Response to Intervention (RtI) is considered best practices for assisting all students as well as accurately identifying those students who do need special education services. This model provides students with three levels of intensive intervention prior to assessment for special education services. Those parents or teachers who request an evaluation must first refer their students to the Data Team (Principal, Curriculum Coordinator, Teacher, and Support Staff, Director of Student Support Services). Students will be required to demonstrate a lack of progress to interventions implemented with fidelity provided at the different levels in order to be referred to the Multidisciplinary Team for further assessment. Students suspected of having a low incidence disability will be immediately referred to the Multidisciplinary Team for an evaluation.

ii. Evaluation of Students; Decision-Makers for Services; and Team Approach

Westminster will hire independent related service providers and contract their services for not only the evaluation of students but for the provision of services upon student identification. These contractors will not only conduct evaluations for initial referrals but will

also conduct three-year re-evaluations for those students who have already been identified. Parents will be contacted and consent will be signed for all initial and re-evaluations for students.

The Multidisciplinary Team (MDT) that consists of the parent(s), school psychologist, special education coordinator, administrator, and teacher will convene following all evaluations to determine whether or not a student qualifies for special education services. If the student meets the criteria of any of the eligibility categories and all members of the MDT are in agreement, IEP goals will be developed. All dissenting group members (other than parents who have the right to reject services) will have a chance to voice their dissent and write a dissenting statement to attach to the IEP/Eligibility decision.

Westminster strongly believes that Special Education is a set of coordinated services (not a placement) that ensure that students receive a Free and Appropriate Public Education. Special education students belong to the WHOLE school, not just the special education team. All staff members will contribute to the success of ALL students. Thus, it is important to ensure that all staff members are equipped with the knowledge and skills to appropriately teach and interact with students who have special needs. To this end, Westminster will provide a list of students who receive special education services as well as a copy of each student's IEP and/or Functional Behavioral Assessment/Behavior Intervention Plan to all service providers at the beginning of the year and update as necessary. In addition, professional development in teaching methods and behavior management for those with special needs will be provided to all staff and administrators.

iii. Providing Services: Inclusion and Pull Out

Services for students will be provided through inclusion, providing students' access to the Least Restrictive Environment (LRE) where all the necessary supports and training for staff will be implemented. All instruction will be differentiated for those students receiving general education as well as special education services. It is understood that the general education classroom may not be the LRE for those students with more severe difficulties. Therefore, special educators will provide consultation services to general education teachers as well as co-teaching, and pull out services if necessary. Those students receiving special education services will receive IEP report cards on the same distribution schedule as their general education report cards. In addition, those students who are over the age of 16 will have a transition plan in place that addresses career awareness, self-advocacy, independent living skills, and/or post-secondary education options depending on the needs of the student. Lastly, founding members with extensive experience working with special populations will continue to contribute to the development of an appropriate plan that is congruent with the mission and vision of the school.

e. English Language Learners

Westminster believes that all students can learn and should be held to high standards. Therefore, those students entering the school who are English Language Learners will be held to high standards and provided with the necessary supports to be successful. We will provide a

comprehensive program for those students who are English Language Learners. According to the Office of Civil Rights, comprehensive programs sufficiently address the following components: Enrollment, Identification, Assessment, Services, Transitioning/Exiting, and Monitoring. Westminster will accept all students without regard to their proficiency in the English language. All students are welcomed and encouraged to attend.

i. Identification of Need for ELL Services

To identify those students who are English language learners, all students who complete applications will be required to fill out the Home Language Survey (see Appendix C). These forms and their purpose will be explained to all parents to ease their concerns regarding their identification (i.e. immigration status). Within four weeks of enrollment, copies of the survey will be filed in the permanent record folder of the student and one copy will be distributed to the Director of Student Support Services. Once completed, the forms will help identify which students' English language skills need to be tested. This will also assist the parent educator in determining which families need additional translation and other support services. In order to communicate with parents and families that do not speak English, Westminster will use the support of the Language Line, a company that provides translation services over the telephone.

ii. Assessment of English Proficiency

Those students identified as English Language Learners on the Home Language Survey will be assessed with the WIDA ACCESS Placement Test (W-APT). This assessment is a valid and reliable testing instrument being utilized by the DCPS that assesses listening, speaking, reading, and writing abilities in the English language as well as some core content area knowledge. This assessment will determine the student's level of English proficiency. Students will be monitored annually with the ACCESS testing instrument to determine their growth and progress in addition to determining their continued need for services.

iii. Placement/Services

A variety of factors need to be taken into consideration when planning to meet the needs of English language learners. According to Lucas (1997), immigration status, quality of education background, native language, cultural distance from U.S. culture, expectation of remaining in the U.S. or reentering the country of origin, and economic resources are just a few of the variables to take into consideration. Due to all of the various factors, although grouped together under a common label, English Language Learners have very diverse experiences with some common learning needs. Westminster will implement an English as a Second Language program that provides "pull out" and "push in" services according to the needs of the individual students. The Data Team with additional support of the ESL teacher will determine the student's placement and the type of services needed based on the student's level of English proficiency. This team will include ESL teachers, classroom teachers, administrators, and parents. This same team will review the student's progress a number of times per year. Additionally, to meet the needs of English Language Learners at our school Westminster will employ several approaches considered best practices with this population:

General School Reform: Research indicates that those students who are English Language Learners benefit most from school practices that improve the learning for all students such as effective curriculums, professional development, and school organization (Ruiz-de-Velasco & Fix, 2000). The above factors will be implemented at Westminster taking into consideration our demographic profile, existing program models and community culture.

Schoolwide, Team-Based Support: Those students who are English Language Learners at Westminster will have full access to all of the resources at the school. The learning of those students learning English is not only the responsibility of the ESL teacher but of the school as a whole. Therefore, in order to access the knowledge of the ESL teachers, they will be included on any cross-disciplinary teams that involve the administrators and content area teachers. Content area teachers and ESL teachers will share a common planning time or meet regularly to align the curriculum, plan integrated cross-content projects, address student concerns, and monitor student progress. This is important because many general education teachers may not know the difference between academic and conversational fluency. Therefore, without collaboration with the ESL teachers, many general education teachers may mistake a student's ability to speak fluently with their ability to comprehend their schoolwork and become perplexed or frustrated with the resulting academic failure. The collaboration with the ESL teacher will help the general education teacher understand the differences as well as assist them with the implementation of modifications and accommodations to assist in the academic success English Language Learners.

A Dual Curriculum: Marzano (2003) identifies one of the key factors in fostering school achievement as "a guaranteed and viable curriculum." Research indicates that for English Language Learners, this must include a developmental sequence for learning the English Language in social and academic contexts. This curriculum must also take into consideration the additional time it will take students to concurrently master academic literacy and content. It should also include all of the English Language competencies such as: grammatical and structural, sociolinguistic, pragmatic, discursive and semantic. This curriculum needs to focus not only on language for social integration but also for academic achievement. Westminster will adopt a curriculum that is comprised of all of the above components considered "Best Practices." The World-Class Instructional Design and Assessment system not only addresses social proficiency, but addresses academic proficiency as well. This program has been touted as a "National Model" by the Teachers of English to Speakers of Other Languages (TESOL) and addresses several content areas such as: Language Arts, Math, Science, and Social Studies.

The roles and responsibilities of related staff responsible for successful implementation of the ESL program are as follows:

ESL Teacher. Enforces policies and regulations as established by the OSSE• Creates and maintains an instructional climate that is conducive to learning• Assists with the identification of ELL students using appropriate assessment instruments• Plans and implements ESL instruction based on diagnosed needs of each individual student• Evaluates student performance in the ESL class and provides classroom teachers with input regarding progress• Maintains records on each ESL student• Attends professional development for increasing knowledge of ESL strategies and methodology• Provides information on ELL students to state and federal agencies when requested• Assists ELL students in understanding American culture and encourages all students

to understand other cultures• Functions as a resource member of the local school staff• Conducts in-service training for staff on ESL intervention and instructional strategies.

Director of Student Support Services. Recommends, implements, and maintains program policies, procedures, schedules, and budgets• Ascertains that the goals and requirements of the program are met• Supervises annual system-wide Home Language Survey of national origin minority students• Supervises annual English proficiency testing, including ordering of testing materials, dissemination, development, and maintenance of records• Monitors the progress of exited students• Coordinates ESL services with all other departments of the school• Plans staff development activities• Meets regularly with program staff and other school system administrators• Oversees the preparation and dissemination of program communications such as brochures, videotapes, and newsletters• Coordinates and disseminates project reports.

Principal. Ensures student enrollment forms, including the Home Language Survey, are completed for each student enrolling in the school and will be maintained in the cumulative folder• Informs the ESL teacher serving the school of new arrivals• Provides appropriate space for ESL instruction• Ensures that ELL students are provided appropriate ESL services.

Regular Education Teacher. Communicates closely with the ESL teacher regarding the ELL student's progress and class assignments• Provides to the ESL teacher required information for completing reports to state and federal agencies• Takes advantage of staff development opportunities to increase understanding of ELL students' needs and to learn effective ESL strategies• Modifies tests and assignments when needed and appropriate.

iv. Transitioning/Exiting and Monitoring

Prior to officially exiting from ESL programs, students will be monitored for two years. Students will be tested at an advanced English proficiency level on the ACCESS and will be fully integrated into the general education curriculum. During this time, the ESL teachers will check-in with the general education teachers to see how the student is achieving in academics. ESL staff will also be available for consultation to educate general education teachers on strategies for teaching English language learners. After two years of monitoring with successful academic success, the student will be officially exited from ELL programming and will no longer need yearly English proficiency testing. During those two years if necessary, a student can return to direct ESL services.

f. Strategies for Providing Intensive Academic Support

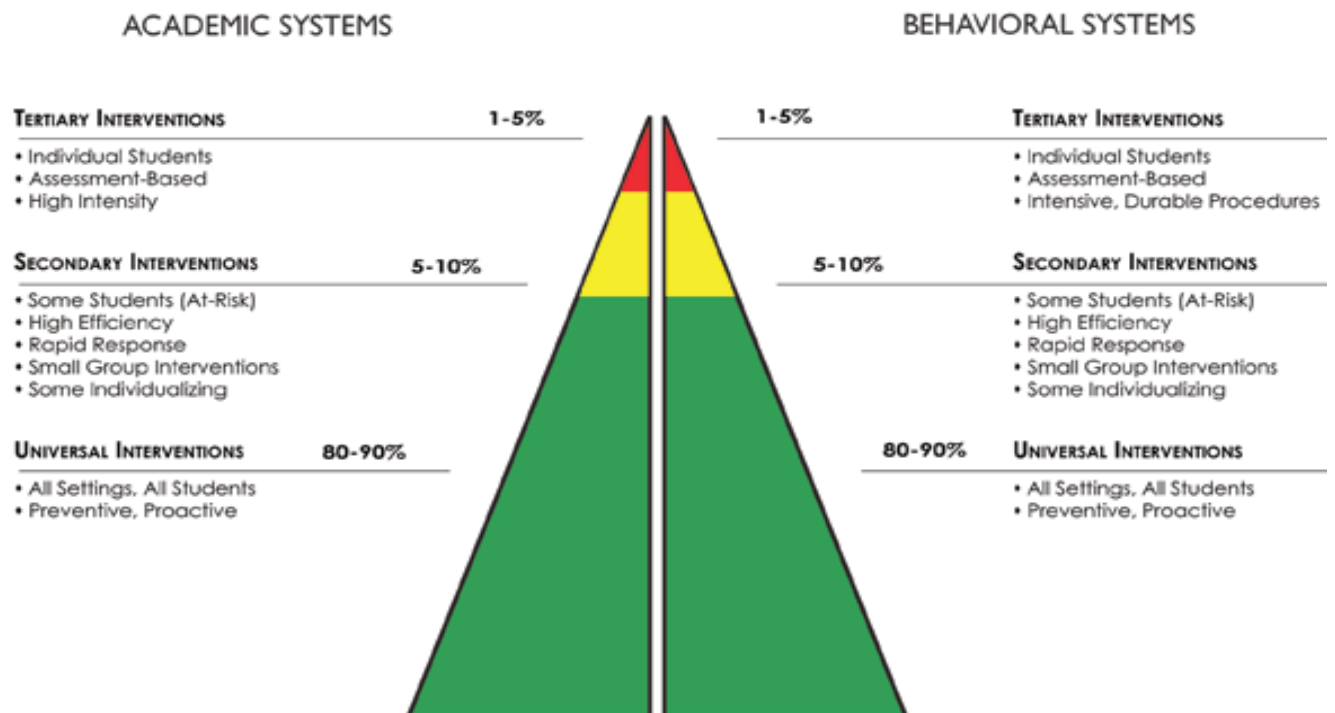
Westminster believes that all students can learn and that it is up to the school, families and community to provide all students with the supports necessary to reach their full potential. In order to provide intensive academic support to all students who may enter the school below grade level, Westminster will implement a number of strategies.

i. Enrollment Procedures

When students are enrolled at Westminster they will be required to complete the Westminster Benchmark Assessment Tool. This determines their academic levels of functioning in Reading, and Math as well as their risk for emotional or behavioral difficulties that will need to be addressed during the course of the school year. This data will be used to assist with the development of supportive learning plans for each student.

ii. Response to Intervention

The school will provide a system of intervention and supports based on the student's results on the screening measures completed at the beginning of the school year. These measures will place students in tiers based on their need or level of support. A diagram of the tiers is below:



Those students falling in the top 80% (bottom section of the triangle) of all students enrolled will receive a Tier 1 level of support. In the Response to Intervention model this would mean that 80% of the students would be at or above grade level and would just receive the general education curriculum. Westminster believes, however, that with a large percentage of students expected to enroll below grade level, that the top 80% of students would look very different. Those students who fall in the top 80% in academics may very well be behind grade level and thus need a different level of support than is provided in many traditional RtI models.

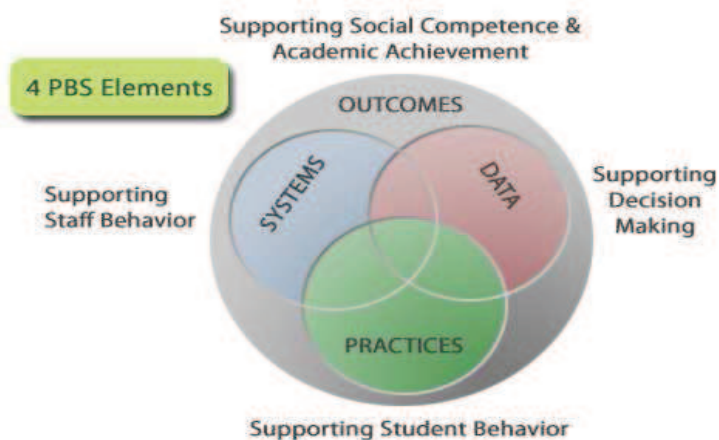
Therefore, our Tier 1 will provide not only an evidence-based curriculum and best practices in teaching strategies, but several other supports to assist students in reaching their highest potential such as Individual Learning Plans, tutoring, and access to supplemental instruction through the PLATO learning platform. Those students who fall in the lowest 20% will receive interventions at the Tier 2 and Tier 3 levels.

Upon entrance to Westminster, all students will be screened in the areas of Reading, Math, and Emotional Health. Although it is recognized that many of the students will be entering the school below grade level it is also important to understand that several students will need severe academic or behavioral remediation. Upon entrance to the school, those students in the lowest 10% will be immediately referred to Tier 2 for intervention. Tier 2 interventions consist of small group academic assistance.

Decisions regarding academic placements in Tier 2 will be made by the Data Team. This team consists of the Principal, Curriculum Coordinator, Teacher, Support Staff, and Director of Student Support Services. The role of this team is to: review student data, identify challenges, set goals, establish fidelity to the implemented interventions, and maintain data review/progress monitoring. Students will stay in each tier for approximately six weeks and their progress will be monitored weekly and reviewed every two weeks. If the interventions are proving ineffective they will be modified accordingly. Those students showing no progress after six weeks in Tier 2 will be moved to Tier 3 to receive individualized instruction. All students will also have access to their Advisor at anytime to assist in their growth and development.

iii. Positive Behavior Supports (PBS)

In addition to academic support, students need to be emotionally healthy in order to have full access to the curriculum. Therefore, we will implement several strategies to assist all students in the development of their social and emotional health. The Positive Behavior Support (PBS) model follows the same model as the Response to Intervention Model. Upon entrance to the school, students will receive a social and emotional health screening. Those students placing in the lowest 20% will receive a Tier 2 or Tier 3 level of support. All students, however, will have access to the supports provided at Tier 1. One of the supports that will be provided is the implementation of PBS. According to the Office of Special Education Programs (OSEP), PBS is a “decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.” The graphic below demonstrates the 4 elements of PBS: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices.



These four elements of PBS are guided by the six principles listed below:

1. The development of a continuum of scientifically based behavior and academic interventions and supports
2. The use of data to make decisions and solve problems
3. The arrangement of the environment to prevent the development and occurrence of problem behavior
4. The teaching and encouragement of pro-social skills and behaviors
5. The implementation evidence-based behavioral practices with fidelity and accountability
6. The universal screening and continuous monitoring of student performance & progress

The Positive Behavior Support Team will make decisions regarding behavioral placements in Tier 2. This team is responsible for all behavioral interventions and data. This team consists of: Administrator, Social Worker, Teachers, Master Educator and School Psychologist. The role of this team mirrors that of the RtI team but involves behavioral data rather than academic. Those students in Tier 2 will receive a daily monitoring program of their behavior and increases the amount of reflection time with their advisor. Those students who move to Tier 3 after demonstrating a lack of progress for 6 weeks will receive counseling, a Functional Behavioral Assessment and a Behavior Intervention plan to assist in their success. In addition to PBS all students will have access to Developmental Designs, a social skills and team building lesson during their advisory period.

iv. Individual Learning Plans

Westminster believes that all students are entitled to an individualized education that meets their needs. Therefore, all students who enter Westminster will receive an Individualized Learning Plan (ILP). This plan will consist of all academic and behavioral data obtained in the initial screening assessments as well as those collected during the student's tenure at the school. Each student's advisor will be responsible for monitoring the academic and behavioral progress

of his or her students. Westminster will use data to inform decisions regarding students' individual learning as well as school-wide policies and practices.

v. Professional Development

Westminster believes that in order to facilitate the learning of all students, teachers need to be trained to provide students with quality instruction. Teachers will have two weeks of required professional development prior to the start of the school year. This professional development is not only crucial to the learning of our students but to the retention of highly qualified staff. Professional development will continue throughout the school year, twice a month, based on teachers' identified needs of development.

vi. More Academically Engaged Time

In order to implement more academic engaged time, Westminster will institute a longer school day as well as a longer school year. In addition, prior to moving on to any extracurricular activities, those students who did not complete their classwork or homework are mandated to stay with their instructors to get the necessary assistance. Those students who are at risk of failing will be required to attend summer school during the breaks to assist them with their academics. Students will also have greater access to the curriculum by the provision of smaller class sizes. Therefore, all students will have the opportunity for more individualized instruction.

vii. Breakfast and Lunch

All students at Westminster will have healthy breakfast and lunch options. Access to quality and nutritional food is important to fuel the learning that students will engage in during the school day.

3. Student Performance

a. Student Progress and Achievement

During the enrollment process, students will be assessed with quick, evidenced-based formative assessments for grade-level placement in reading, math, and social emotional development using the Westminster Benchmark Assessment Tool. This tool consists of four short measures that determine a student's current level of functioning in reading, math, and social emotional functioning. The evidence-based formative assessments from AIMSweb assess reading, and math skills. Both the parent and student upon entry will complete the Behavior Assessment System for Children-2 (BASC-2) checklist to determine the student's level of social emotional functioning. Westminster believes that it is important to get an early profile of the students we will be serving so that all students can be provided the necessary interventions in a timely fashion. The Westminster Benchmark Assessment tool will **not** be used as a tool to deny

entry, but rather a tool to provide extra supports to students to ensure their academic and behavioral success. Parents of English Language Learners will be asked to complete the Home Language Survey to determine if further testing and ESL services are warranted.

Once a student is enrolled, these data (with in addition to previous academic and test records) will be used by teachers and administrators to develop an Individual Learning Plan (ILP) for each student. Ongoing data will be collected and added to the ILP throughout the school year. Teachers will use data from homework, classroom assignments and formative assessments to gauge student comprehension and will re-teach concepts as needed. Teaching staff will discuss student progress toward ILP goals at Data Team meetings to determine options for differentiating instruction to student needs. Together, teachers will design lessons that engage different learning styles, using a variety of materials and resources. Professional development will address differentiated instruction and how to create and use formative and summative assessments. Westminster will also participate in the DC-CAS and any other citywide assessments. In addition to citywide assessments, Westminster will implement a system that balances assessment for learning with assessment of learning. Students' academic progress will be measured periodically through formative measures of learning targets identified in their ILPs. If the data indicate that a student is doing poorly, teachers will be required to implement different methods and teaching techniques to put students on a trajectory of success. If students are progressing more rapidly than their classmates, teachers will be encouraged to include practices that challenge students with more advanced material.

The ILP will indicate specific outcomes of at least one year's progress in reading and mathematics from baseline levels of entering students or the previous end-of-year levels for continuing students.

The ILP will be reviewed on a regular basis to ensure that all students are making progress towards assigned goals, as measured by:

- Regular formative assessments created by teachers, driven by curriculum and lesson plans;
- The DC BAS to assess student capacity for proficiency on the DC CAS,
- DC CAS (grades 5-8, and 10)
- Performance on college entrance exams (i.e., PSAT/SAT)

b. Gateway Measures

Promotion, achievement, and grouping decisions will be primarily teacher-driven, in collaboration with administrators, including the Curriculum Coordinator, based on data. A collaborative faculty/administrator process will determine appropriate grade level performance indicators using the following: school standards, a norm-referenced national test (TBD), and formative and summative assessments. Requirements for promotion in grades 5-8 will include grade point average, and at least one year's progress in Math and Reading.

Although the school will not begin serving students at the high school level for at least four years, standards for graduation will be in place when the school opens so that students, parents, and teachers will know what the goals are in each subject area. In order to graduate, students

will successfully complete a college preparatory course of study that includes English, mathematics, science, technology, history/social studies, a modern language other than English. Students must also meet a physical fitness requirement and an art/music requirement, and complete a senior (community leadership) project. The graduation requirements are outlined in the chart below:

i. Graduation Requirements

In order to graduate from Westminster, students will have completed all of the following components:

Subject Area	Credits (Carnegie Units)
Art	0.5
Electives	3.5
English	4.0
Health and Physical Education	1.5
Mathematics (with one credit in: Algebra I, Geometry, and Algebra II)	4.0
Music	0.5
Science (must include 3 lab courses)	4.0
Social Studies (must include credits in American History, DC History, World History, American Government, and Economics)	4.0
World Languages (2 consecutive years of the same language)	2.0
Total	24.0

Students will also complete a minimum of 100 community service hours. We expect that 100% of our seniors will graduate with an acceptance in hand from an accredited college. We will encourage all students to take at least one AP exam and expect that 90% will do so and earn a score of 3 or above. We also expect that the curriculum and school culture will provide Westminster's graduates with the following skills that can bring them success in both college and the workplace¹:

- Leadership skills
- Communication skills (written and verbal)
- Motivation/Initiative

¹ See for example: <http://www.yc.edu/content/careerservices/downloads/desirable-personal-skills-for-employers.pdf>.

- Teamwork skills (working with others)
- Interpersonal skills (getting along with others)
- Organizational skills (including time management)
- Flexibility/adaptability
- Technical (computer) skills
- Honesty/Integrity
- Work ethic
- Analytical/problem-solving skills

c. Leading Indicators

Research at the Annenberg Institute has identified key indicators that forecast academic achievement. These “leading indicators” include early reading proficiency (by third grade), enrollment in algebra (by 8th grade), and scores on college admissions tests to clarify high school placement (by tenth grade), as well as attendance and suspensions.

When students enroll, we will use their performance on the Westminster Benchmark Assessment Tool determine any supports or interventions that may be needed. The AIMSweb math measure together with formative assessments during grades five and six will help to determine the need for tutoring or math supports. The math curriculum is designed to prepare students to complete algebra by the 8th grade. At the high school level, students who score high on the ACT, PSAT, or SAT will be placed in the most rigorous courses, with supports – as necessary – to succeed. Regular attendance, another important leading indicator of school achievement, will be encouraged in a number of ways. The message of high expectations of students and families at Westminster Leadership Public Charter School will be expressed during recruitment/information sessions, on the application form, and during Family Orientation Day before school begins. Regular attendance will be explicitly linked to achievement goals, and will be recognized and rewarded as an element of educational success. One good way to promote high attendance levels is to make sure that students are engaged in and excited by what is happening at school and in the classrooms. A reward system such as PBS and judicious use of incentives, including, but not limited to, Westminster Cash (“Westies”) will be employed to encourage attendance. (A school store will stock school supplies, snacks and other inexpensive items that students can purchase with “Westies.”). A strong student-teacher relationship is another factor related to improved attendance. Westminster provides this support through the provision of advisors that support and follow students throughout their tenure at Westminster.

If individual attendance falls below expectations, the school will work with the family (including the student) to understand where the problem lies and will make a plan together to help resolve the issue. If appropriate, we will refer the family to other community resources, such as one of the Family Support Collaboratives, health clinics, clothing banks, or other relevant supports in the city (for example, the Near Northeast Community Improvement Corporation for residents of Ward 5).

Communication between the school and our families will be regular and open, so that as the school year unfolds, there should be few surprises with regard to families' intentions to re-enroll. We believe that the qualities that make Westminster Leadership Public Charter School unique will make families and their students eager to complete their education there. We will have teachers, administrators, and staff who are creative, trustworthy, and passionate about children; a school culture that is welcoming, friendly and fair to both adults and children; personalized learning according to a rigorous, relevant, and responsive curriculum; exciting opportunities beyond the classroom; and a commitment to serve the community within and outside the school. When the first cohort graduates, we expect our students will have built a reputation for academic and personal excellence.

During the spring term, students and their families will complete a form to request re-enrollment or transfer for the coming year. Families who choose not to re-enroll their child(ren) will have the opportunity to engage in an exit interview. At the close of each school year, Westminster will survey families (and students) about their experience with teachers, curriculum, classroom environment, school culture, and other aspects of the school and ask for their suggestions for improvement.

4. Support for Learning

a. Parent Involvement

Westminster realizes the great importance of parent participation. Communication and a clear purpose are essential for engaging parents in their children's learning. Before enrolling their children in the school, parents will be informed of the expectations of partnership between school and family that are integral to our educational model. Beginning with the initial contacts that Westminster makes with prospective parents and families, the idea will be emphasized that the family plays an important partnership role in fostering student learning and achievement in school. Westminster will strive to maintain an open and trusting relationship with parents/families, one that places the child's needs for cognitive, emotional, and physical development at its core. At the family orientation, students and their parents will be welcomed to the school with a family-style meal.

Teachers will introduce families to their classrooms and spell out how parents will be expected to participate in helping their children reach their full potential. They will also offer guidance on how to meet those expectations. School staff will also request information from parents about students' strengths, achievements, and talents as well as challenges and concerns. Two-way communication – between the school staff and the families – will be the model for supporting students' school work at home; meeting volunteer needs at the school; or parents' supporting their children in other ways. The Family Center will be a welcoming location in the school, staffed by a Parent Liaison, who will be a resource for timely communication of information, navigation of the school process, support services, and opportunities to engage

parents in their child(ren)'s learning process. Westminster will encourage parents to assist in the classroom. Teachers and administrators will work together with parents to set goals for their children's growth in academic, emotional, and physical skill areas and will meet at least twice a year to assess progress and re-set goals as needed. Parents will also have access to an online "Share Point" with the school where they can gain information about their child's progress and be informed of school events. Teachers will be advised to make monthly contact with parents regarding their child's progress. Westminster believes in making all parents feel welcome and contacting parents not only for problems, but to share the positive moments and achievements of their children.

Parents will have the opportunity to participate in the governance of the school through two elected representatives on the Board of Trustees, as required by the School Reform Act. Parents will also provide feedback to school faculty and administrators through the Parent Council. The Parent Association will consist of parents of the students attending the school, and will meet on a regular basis to discuss issues of concern and encourage a sense of community. Representatives from the Parent Association will meet with the Principal on a monthly basis to share their concerns. The group will be encouraged and supported by the school to initiate workshops, book clubs, or discussion groups concerning child development and other relevant topics, based on parents' needs and wants. As required by the No Child Left Behind Act of 2001, parents will be notified by letter of the professional qualifications of the classroom teachers and others who provide educational services to the students of Westminster. Adequate yearly progress and proficiency levels of students in the school will be reported to parents, disaggregated by subgroups as required, for each grade and subject tested by the DC CAS. Parents will also receive a report of their child(ren)'s level of proficiency in each subject area, as measured by DC CAS.

In addition, teachers will provide progress reports (every 4 weeks) and quarterly report cards so that parents can follow the progress of their child(ren) over the course of the year. Administrators will be available to respond to parents' questions or concerns. With the information about the school's adequate yearly progress and teacher qualifications in hand, and with staff ready to answer questions or clarify issues, parents will be able to make an informed decision about whether they want to re-enroll or transfer. Westminster has already begun its commitment to the parents of Ward 5. Westminster has conducted a parent focus group to hear what parents would like to see in a new school locating to their area. Many parents expressed the need for the use of technology, a no suspension policy for disciplinary infractions, leadership development, and the availability of afterschool activities. These ideas were taken into consideration and included in the educational plan.

b. Community Participation

Westminster expects to develop fruitful relationships with many community partners, since the students and their families will have needs that the school cannot meet alone. We are in the process of reaching out to potential partners among community-based organizations, churches, universities, agencies, and businesses in Ward 5. We expect to collaborate with partners who

can provide resources, such as:

- Physical and mental health services
- Access to higher education (campus visits, learning opportunities for parents or teachers)
- Access to computers and the internet for families
- Volunteers who can serve as tutors and/or mentors to our students
- Enrichment opportunities during out-of-school time
- Books and school supplies
- Arts experts to work directly with students, or with teachers
- Transportation (for field trips)
- Interns to help in classrooms or other areas of the school
- Facilities and outdoor space for recreation

Currently we have received letters of support from the following community partners (Appendix D):

- Washington Educational and Cultural Arts Network (WE CAN): After school provider that provides services mainly in Ward 5 at the Trinidad Recreation Center. WE CAN uses mentoring, academic support and cultural exposure to engage the students.
- Play Sports USA: Offers a range of leadership-focused sports, such as rugby, tennis, golf, and fencing. They provide services in over 50 schools across the country.
- Serenity Social Services: A DC based human services provider that provides case management, substance abuse counseling, conflict mediation and youth development services.
- D.C. Councilman Harry Thomas, Jr.: Councilman Thomas represents Ward 5.
- Building Hope: A non-profit organization that assists quality public charter school secure facilities in the District of Columbia.

c. School Organization and Culture

The mission will drive the organization and culture of Westminster Leadership Public Charter School. The mission focuses on the development of leaders who are healthy, caring, thoughtful, and well prepared for further education and work, in a place where family, school, and community are partners that provide support and opportunity to all students.

i. Leadership

Leadership will not only be instilled in the students but also in the staff as we seek to utilize each staff member's individual strengths to propel the mission of the school. Our implementation of the student-centered learning environment lends itself to the creation of an atmosphere of responsibility and leadership over one's own learning. In addition to developing

leaders through the implementation of a student-centered curriculum, students can demonstrate leadership in a variety of other ways including: membership or leadership positions within school clubs, participation in the Student Council, demonstration of high rates of attendance/homework completion, and social emotional leadership via PBS recognition and rewards. The utilization of staff as leaders in their own areas of strength or expertise will come from the development of an atmosphere that is open and conducive to the learning of staff and students. To provide teachers with the skills to feel competent in their positions, we will provide professional development on topics identified by teachers. Teachers can demonstrate leadership by mentoring other teachers, conducting professional development trainings, being a member of the school leadership team, and leading afterschool programs.

ii. Emotional Health & A Caring Community

The implementation of Developmental Designs during the advisory period (a curriculum that focuses on meeting the combination of social, emotional, physical, and intellectual needs of adolescents) and Positive Behavior Supports (decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students) will create an environment that respects and values positive behavior. These supports should assist students in making positive choices and taking ownership of their behavior and accepting the consequences of any unacceptable behavior they may have displayed.

Westminster will emphasize the importance of: empathy, emotion management, problem solving, cooperation, substance abuse prevention, bullying prevention, violence prevention, communication, coping, decision making, and goal setting. Lastly, providing students with stable caring adults throughout their tenure at the school will provide students with a chance to develop a strong teacher-student relationship. This assists in the development of students' sense of belonging and achievement.

iii. Physical Health Emphasis

During Physical Health, students will be stressed the importance of physical health and good eating habits. This will be reinforced in the culture by limiting the provision of junk food, candy, and unhealthy breakfasts and lunches. In Physical Health students will also learn about the importance of physical activity and how it impacts not only their health, but their learning. Students will also be provided with a myriad of physical activities to choose to partake in after the school day.

iv. College Preparatory Curriculum & Activities

Westminster will create a college preparatory environment by making colleges, college students, and the procedures of college highly visible throughout the school and an integral part of success in Westminster. Westminster will seek to have each grade adopted by a college. Additionally, students will be prompted to map out their path to college and beyond in their advisory classes throughout their time at Westminster.

v. Student-Centered Approach to Instruction

Westminster will employ several strategies to create an environment where students are informed participants in their own learning. The first is to display student work and have students become part of displaying data walls throughout the school. Students will also be required to self-monitor. Students will have advisory in the morning and then at the end of the day (shorter period) where they set their goals for the day, and come back at the end and monitor their progress towards their goals. Those students who met their goals will move on to extra-curricular activities. Those who don't meet their goals will move on to tutoring or social skills training.

vi. Family & Community Partnerships

In order to create an environment that is open to parents and community partners, a Parent Coordinator will be hired. This person will maintain all contact with families and community organizations including sending thank you cards, developing partnerships and maintaining communication. In addition to the family and community liaison, as apart of the student-centered learning environment, students will also be responsible for brainstorming ideas for community partnerships and family programming.

d. Extracurricular Activities

Westminster will offer several after school activities to supplement the skills and values that are being taught during the school day.

Family, Career, and Community Leaders for America

The mission of this program is to “promote personal growth and leadership development through family and consumer sciences education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through character development; creative and critical thinking; interpersonal communications; practical knowledge; and career preparation.” In order to facilitate the implementation of this program, Westminster will develop its own chapter with the national organization.

Quiz Bowl

Westminster will also offer opportunities to participate in Quiz Bowls. This provides students with an opportunity to compete against other students academically. The quiz bowl is sponsored by the Partnership for Academic Competition Excellence. The Partnership for Academic Competition Excellence (PACE) is a non-profit alliance of college and high school academic teams that specifically organize high school academic tournaments across the country.

PACE has many objectives:

- to promote and encourage the growth of quality high school invitational tournaments around the country
- to provide guidance or assistance to other colleges or high schools that wish to organize such tournaments
- to encourage innovation and creativity in academic competition
- to establish visibility for college academic team programs that run high school tournaments
- to foster cooperation among college and high school programs in preparation for upcoming regional, state, or national tournaments
- to encourage participation of teams in tournaments across the country prior to regional, state, or national tournaments
- to allow all teams adequate opportunity to practice, compete, and socialize among other fellow competitors

Odyssey of the Mind

Odyssey of the Mind is a program that is typically limited to those students considered gifted and talented. Westminster would like to make this program available to all students. Odyssey of the Mind is an international educational program that provides creative problem-solving opportunities for students from kindergarten through college. Team members apply their creativity to solve problems that range from building mechanical devices to presenting their own interpretation of literary classics. They then bring their solutions to competition on the local, state, and World level. Thousands of teams from throughout the U.S. and from about 25 other countries participate in the program.

Debate Teams & Student Council

Students will also have the opportunity to be leaders by participating in the debate team or on the student government. There will be debate teams and student council organizations at both the lower and upper schools. The student council will meet monthly to express their concerns with the school Leadership Team.

Sports

Students will also have access to a variety of sports. Westminster will partner with Play Sports USA to provide access to individual and team based sports such as Rugby, Tennis, Golf, and Karate.

e. Safety, Order, and Student Discipline

In order to keep all students safe, all students will be screened for any internalizing or externalizing behavior problems upon entrance to the school. These students will automatically

placed into tiers based on their level of need. Those students will receive the level of treatment needed in order to not only keep themselves safe but also to keep others safe. Those students who are identified as low risk will receive the school wide intervention of Positive Behavior Supports. This intervention prevents unsafe behavior by promoting the display of positive behaviors. Those students identified as a moderate risk, will receive more intense services through the implementation of a mentor program to monitor and track their progress. Those students who are identified as a high risk will receive the most intensive services by receiving a Functional Behavior Assessment and being provided with a Behavior Intervention Plan. These students will also receive weekly counseling by the school Social Worker/Counselor. The role of teachers, administrators and other school staff are to ensure the timely assessment, classification and intervention for those students experiencing emotional and behavioral difficulties. The Positive Behavior Support team that focuses on school behavior will include the principal, teachers and social worker. These individuals will monitor all of the students in the school, their placement in the 3 tiers of intervention, and their progress through the tiers. Teachers and staff may also be called upon to be a mentor to students who are in the second tier of intervention.

The safety, order, and discipline of the school will be greatly impacted by the expectations of behavior that are relayed to the students. The first two weeks of school will focus on the school's code of conduct as well as the high expectations for behavior and academic performance. This will also include a discussion about the discipline plan and the consequences as well as the rewards for behaviors. Routines such as transitions and lunch will be practiced and students will receive feedback on the appropriate performance of these routines. All expectations will be posted prior to the first day of school as well as school rewards and consequences to provide the students with clear expectations from the first day of school. These will also be reiterated and replicated in each classroom.

Westminster believes that every student should have the opportunity to learn skills and values that are necessary for personal development. Our disciplinary plan is developed so that students behave in a safe, orderly way for an effective learning environment. **Every student has the right to learn and be safe, and no one has the right to interrupt learning or make others feel unsafe.** We also believe that parents are partners in implementing our disciplinary policy and therefore in all instances parents are contacted when disciplinary actions are taken.

i. Discipline Plan and Procedures

Westminster has identified four categories of student behavior that are unacceptable and the corresponding consequences associated with such behavior. Outlined below is Westminster's Progressive Discipline Plan that stipulates behaviors that will not be allowed at school.

Examples of Behavior	Menu of Possible Consequences
Type A Behaviors	Step 1
Violation of classroom rules	Verbal Warning Refocus Sheet
Unauthorized food, gum, etc.	
Littering	

In unauthorized area or no hall pass	<p>Discussion with student</p> <p>Behavior is recorded on student's discipline card</p> <ul style="list-style-type: none"> 2 entries per quarter = teacher calls parent
Disrespect to fellow students	
Inappropriate items (CD player, toys, cards, etc.)	
Failure to line up when bell rings	
Failure to keep hands & feet to self	
Dress Code violation	
Type B Behaviors	Step 2
Repeated violations of Type A Behaviors	<p>Behavior is recorded on student's discipline card</p> <p>Disciplinary Referral and detention</p> <p>Parent contact by telephone from teacher</p> <p>Possible restriction of privileges</p> <p>Suspension Alternative if necessary</p> <p>Suspension</p>
Lying, cheating	
Getting into someone else's locker	
Frequent tardiness or skipping class	
Chronic disruption of class	
Throwing food in cafeteria	
Display of gang writings, symbols, etc.	
Unacceptable language	
Continually unprepared for class	
Rough Play (wrestling, etc.)	
Excessive physical contact (hugging, kissing, etc.)	
Failure to serve detention	
Type C Behaviors	Step 3
Repeated violations of Type B Behaviors	<p>Behavior is recorded on student's discipline card</p> <p>Suspension Alternative</p> <p>Parent Conference required</p> <p>Parent Notification by Administrator</p> <p>Restriction from privileges</p> <p>Possible Disciplinary Referral</p>
Cause or threaten to cause bodily injury to another (fighting)	
Possession of a dangerous item (explosive, lighter, etc.)	
Possession of tobacco or smoking	
Damage to school or private property	
Profanity, obscene language or gestures toward student or staff	
Disrespect/impertinence/defiance to authority	

Extortion	Possible Behavior Contract
Lewd, indecent, offensive conduct/sexual harassment	Possible Community School Referral
Stealing/Possession of stolen property	Suspension
Type D Behaviors	Step 4
Repeated violations of Type C Behaviors	Behavior is recorded on student's discipline card
Possession/furnish of any controlled substance or alcohol	Parent Notification by Administrator
Under the influence of a controlled substance	Suspension Alternative
Possession/furnish a weapon (knife, firearm replica, etc.)	Possible expulsion
Brandishing a weapon/knife at another person	Referral to Law enforcement
Arson/Robbery	Restriction of activities/privileges
Chronic defiance not modified by previous progressive discipline	Community School Referral
Assault/battery upon any school employee	Suspension

ii. Suspension Alternatives or Expulsion

Westminster believes in providing all students with access to the curriculum and providing remediation and not removal for those students who demonstrate negative behaviors within the school environment. Research indicates that consequences like suspensions are not likely to change the inappropriate behavior of the students involved, nor do they serve to deter other students from engaging in the same behaviors (Skiba, Peterson & Williams, 1999, 1997). Instead, these consequences make the suspended student's academic progress more difficult, and they may increase the likelihood of the student dropping out of school or having other negative outcomes. Therefore, Westminster will use suspensions sparingly as a disciplinary consequence and will focus on developing consequences that are more effective and less reliant on traditional exclusionary consequences. These implemented consequences are to include: problem solving/behavioral contracts, restitution, mini-courses or skill modules, parent Involvement/supervision, counseling, community service, behavioral monitoring, Behavior Intervention Plans, alternative programming, and/or appropriate in-school suspensions (tutoring, skill building). Although Westminster would like to provide all students with opportunities for growth and development resulting from poor choices, we also have to keep in mind the safety and well being of the rest of the student body. For these behaviors Westminster will schedule a meeting with the parent(s), principal, teacher/social worker, where the nature of the offense is discussed and the determination to expel the student is made. The decision to expel the student is determined by the principal after consultation with his or her senior staff.

In all cases of fighting, there will be immediate remediation and the implementation of suspension alternatives and/or suspension to address the problem and prevent it from occurring in the future. If the fights continue to occur despite the implementation of three previous suspension alternative consequences students will be referred for expulsion.

iii. Students with Disabilities

According to federal law (IDEIA 2004), all students who have disabilities must have a “manifest determination” meeting prior to removing the student from school for more than 10 days due to a violation of the Code of Conduct. This meeting will be held within 10 days of making the decision to remove the student for more than 10 days. In this meeting it will be determined if the behavior was a direct result of their disability, if so a Functional Behavior Assessment will be conducted and a Behavior Intervention Plan implemented. If a FBA and BIP have already been conducted, they will be revisited and revised and the student will be placed back into the school setting.

Pursuant to IDEIA, there are three instances in which a school may remove a student for 45 school days without conducting a manifestation determination: (1) if a student carries a weapon to or possesses a weapon at school or on school premises; (2) if a student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school or on school premises; (3) if a student has inflicted serious bodily injury upon another person while at school or on school premises.

iv. Appeals Process

Parents wishing to appeal the expulsion decision will have up to five days from the hearing to submit a request in writing. The appeal committee will include the principal, board member, dean of students, and a teacher not affiliated with the incident. The student will provide an oral presentation of his/her case, as well as any other information relevant to his/her expulsion. After the hearing, the appeal committee will issue its determination within 24 hours. Decisions made by the committee are final.

v. Emergency Response Plan

In order to assure the safety of all students and staff, Westminster will implement an emergency response plan that consists of the following:

Code Blue – An emergency exists at the school and all students need to be accounted for and under supervision. Administrators will activate the emergency response team and set up a command post when appropriate. All students should be accounted for in an instructional area and wait for further directions. Classroom instruction may continue. Staff must document attendance and report any discrepancies to administration when it is safe to do so.

Code Red – An imminent danger exists to all staff and students. During a Code Red, staff and students must remain within their classroom or secured area. If students are in the hallways, they must move quickly to the nearest classroom or to a secure area, remain quiet and

follow staff instructions. Staff should secure immediate area and account for students. Students should also be kept away from doors and windows.

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

It is essential for teachers, administrators, and staff members to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The optimum professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture.

Westminster has several goals related to professional development that it would like to accomplish. The first is to conduct a 2-week professional development session for all teachers prior to the beginning of the school year. These professional development seminars will be developed by administrative staff in areas including but not limited to:

- Curriculum Implementation – Teachers will be assisted with the implementation of a student centered learning environment.
- Positive Behavior Supports – During these sessions teachers will learn what Positive Behavior Supports are and how they are to be implemented at each tier.
- Response to Intervention – These professional development sessions will introduce teachers to Response to Intervention model including research supporting its use. These sessions will also familiarize teachers with the RtI team and to the school wide procedures for moving students through the tiers within the RtI model.
- Use of Technology - This is to insure and to secure a core level of understanding, and a competency of best practices. These sessions will focus on teacher proficiency in the selected Student Information System and Learning Management System. Additional technology groups will be developed and facilitated on an as needed basis.
- Data Based Decision Making – These professional development sessions will focus on the creation and maintenance of each student's Individualized Learning Plans. These sessions will also educate teachers on how to collect, analyze, and monitor student data. Teachers will also be introduced to the procedures and policies related to Individual Learning Plans at Westminster. Students will be provided with samples of student work on formative assessments to provide them with guided experience.
- Working with Special Populations – This professional development will focus on the effective inclusion of English Language Learners, Gifted/Talented, and students with special needs.
- Classroom Management – During these sessions teachers will have time to develop their classroom rules, practices, and procedures with the assistance of behavior specialists.
- Developmental Design/Social-Emotional Curriculum – During this session teachers will be trained in the implementation of Developmental Design.

During the school year teachers will continue to receive support surrounding the implementation of these initiatives. Additionally, teachers will be able to contribute to the provision of professional development through the ideas that develop during teachers' weekly team meetings. Westminster will be moving away from past models of professional development to new models that embed professional development into the daily lives of teachers where newly learned skills will be modeled, practiced, monitored and reinforced. In addition to team-based models of developing professional development ideals, Westminster will establish an in-school task team on professional development that focuses on identifying the time, resources, and opportunities for professional development. This team of teachers will: study example plans for finding time for professional development from states, districts, and schools; explore methods for creating time for professional development and brainstorm alternative methods for the school; link school and individual improvement goals with purposes and use of the time created for professional development; develop a blueprint for implementing more time for professional development that includes communicating with parents and the community to guarantee their support; and review professional development programs to ensure they are building bridges between where educators are now and where they need to be to meet the needs of their students.

g. Structure of the School Day and Year

Westminster will have an extended school day that starts students with their Advisors. During this time the Advisor will lead the class in team building and the development of social and study skills. The Advisor will also assist each student in developing his or her academic and behavioral goals for the day. Students will return to their Advisor at the end of the day to review their progress and determine whether they are able to move to their extracurricular activities or if they are required to go to study hall. Below is a sample schedule for the lower school.

Sample School Schedule	
8:15 – 8:45	Advisory with Advisors
8:55 – 9:50	1st Period - ELA
9:55– 10:50	2nd Period - Math
10:55 – 11:50	3rd Period – Spanish
11:55 – 12:25	Lunch
12:30 - 1:25	4th Period - Elective
1:30 – 2:25	5th Period - Science
2:30 - 3:25	6th Period - Social Studies
3:30 - 3:45	Advisory with Advisors
4:00 - 6:00	After School Programming (run by community partners)

School Year: Students who attend Westminster will be in school for 184 days.

B. BUSINESS PLAN

1. Planning and Establishment

a. Profile of Founding Group

Westminster's Founding Group consists of individuals, from a variety of backgrounds, who are passionately committed to providing a quality education for the children of the District of Columbia. We have worked together to develop the mission of the school and are committed to implementing it. The group includes experienced educators, a school psychologist, a curriculum developer, a research and evaluation specialist, a business consultant, and a property developer.

Founding Leader: Michael Officer / Executive Management

Michael Officer has fifteen years of senior nonprofit management experience. He is currently a Senior Director at the National Urban League. Previously at the DC Children and Youth Investment Trust Corporation, he was responsible for the portfolio of Effective Youth Development and summer programs in the District of Columbia. Before joining the Trust, he served as the Division Director for Community Schools and Youth Programs at the Educational Alliance, Boys and Girls Club in New York City, where he managed a staff of 125 employees and a budget of \$2 million. Mr. Officer was responsible for the start-up and delivery of after-school program services to ten New York City public schools serving over 3000 students. His teaching experience includes positions as adjunct instructor of politics at John Jay College of Criminal Justice, coordinator of inmate education at LaGuardia Community College and global studies teacher at the Boys and Girls High School in Brooklyn.

Mr. Officer has also been a management consultant with Berkshire Counseling Services providing strategic planning, fundraising, executive coaching and leadership deployment to small and mid-size youth development organizations. He has successfully raised over \$4 million from city, state and federal agencies as well as private foundations. Born and raised in London, England, Mr. Officer earned a Master of Arts in International Relations from the University of Reading, England and a Bachelor of Arts in Applied Social Science from Kingston University, England. His leadership, management, fundraising and organizational development skills will be valuable assets in developing the charter school.

Founding Group Member: Rachelle Roberts / Executive and School Leadership

Ms. Roberts is currently the Assistant Principal at the Community Academy Public Charter School ("CAPS"), where she provides instructional support and supervision to 12 teachers and four support staff members. Other responsibilities include identifying, hiring and

supervising all instructional staff, recruiting students, and developing curriculum and programs. Previously at CAPS, Ms. Roberts held the positions of Director of Student Services, Director of Special Education, and School Social Worker. Ms. Roberts graduated from Delaware State University with a Bachelor and Master of Arts in Social Work and earned a Master of Arts in School Administration from Trinity University in Washington, D.C. Ms. Roberts recently completed the New and Aspiring Leaders program at Harvard Graduate School of Education. Her background in education and school administration, coupled with her experience as an assistant principal will make her an invaluable resource to the school.

Founding Group Member: Laureen Butler / Academic Instruction

Laureen Butler is a literacy specialist with over 30 years of experience teaching language arts and reading in the District of Columbia. She has taught and coached students at the elementary, middle and high school levels and currently teaches reading and provides demonstration lessons for teachers at Hearst Elementary School. Ms. Butler has worked with inner city youths from challenging backgrounds in extracurricular activities and coached several championship teams and individuals in double dutch. She has also participated in teacher development of standards, curriculum, and assessments. Ms. Butler holds a Bachelor of Arts in Elementary Education from Howard University and a Master of Arts in Education from Cambridge College. Her experience teaching and coaching students at all levels, her focused expertise in teaching reading and vocabulary development to older students, and her provision of professional development to her colleagues add exceptional value to the team. She resides in the Takoma neighborhood.

Co-Founding Leader: Dr. Sycarah Grant / School Psychology, Educational Research

Dr. Sycarah Grant is a School Psychologist in Washington, D.C. with extensive experience contributing to the academic success of students in urban schools from Detroit to New Orleans. She has significant training and experience developing interventions, which improve outcomes for students struggling academically and behaviorally. In addition to her applied experience, Dr. Grant has conducted research and presented nationally on factors related to low-income African American achievement and taught future leaders at the university level how to appropriately teach diverse learners. She earned her Bachelor of Arts in Psychology from Hampton University and her Master of Arts and Doctor of Philosophy in School Psychology from Michigan State University. Dr. Grant is a District resident.

Founding Group Member: Lauren A. Piersol, Ed.S. / Secondary Teacher & Curriculum

Ms. Piersol has extensive leadership and curriculum experience working with charter school, including serving as the Department Chair for English and World Languages for Gateway Charter High School. Her teaching experience includes serving for six years as a

teacher and team leader at the high school level; teaching English courses, including Advanced Placement offerings; conducting regular assessments of students to measure skills mastery using a data-driven model of instruction; and teaching gifted students in World Geography. Ms. Piersol earned her Specialist of Education in Education Leadership from the University of Florida, a Master of Science in Teaching and Learning from Nova Southeastern University, and her Bachelor of Arts in Linguistics from the University of Florida. Ms. Piersol's training and experience in educational leadership at the high school level are well-suited to Westminster's focus of preparing D.C. youth to become confident leaders.

Founding Group Member: Deidra N. Proctor, Esquire / Legal

Ms. Proctor is an attorney with her own practice specializing in corporate, non-profit, real estate, and civil rights law. Her law firm counsels clients on a broad range of legal issues including youth advocacy, employment matters, and insurance coverage. Ms. Proctor's experience includes trial and appellate litigation matters in general corporate, employment, and administrative law. Ms. Proctor currently serves as counsel for such organizations as the National Black Environmental Justice Network and the Alliance of Concerned Black Parents. Before establishing her own practice in 2001, Ms. Proctor was an associate in the general litigation group of Washington, D.C.-based Swindler, Berlin, Shereff and Friedman. Ms. Proctor received her Juris Doctorate from The Georgetown University Law Center.

Founding Group Member: Dr. Carol Strickland / Educational Research and Evaluation

Dr. Strickland brings more than 20 years of educational experience to the team. She currently evaluates and researches effective models that advance the education and development of underserved urban youth. From 2006-2008, she was the Director of Research and Evaluation for the D.C. Children and Youth Investment Trust Corporation where she collaborated with community-based organizations, city agencies, and national partners. She previously served as Associate Director for Research and Programs at the Institute for Responsive Education in Boston. As part of the Boston-Harvard Leadership Development Institute, she was a consultant for a Boston Public middle school for five years as it developed a data-driven instruction model and worked on "whole school" change. She has served on the Board of Trustees for Orchard Gardens K-8 Pilot School in Boston and for Cambridge Friends School. Dr. Strickland has a Bachelor of Arts in Psychology from Antioch College, a Master of Arts in Child Study from Tufts University, and a Doctorate in Education from Harvard University. She was educated in the D.C. Public Schools and currently resides in the 16th Street Heights area.

b. Planning Process

Each member of the group has a deep passion for education and the educational needs of the children of the District of Columbia. We were deeply troubled by the graduation rates in the District, which have been in a downward spiral for much of the 21st century, reaching as low as 49% in 2006 (Education Week). Although DCPS reports an upward trend in graduation rates, several high schools still graduate fewer than 75% of their students. Until all high schools can prepare their students adequately to earn a diploma, we believe young people should have additional options to develop the skills and attitudes to learn at high levels so that they can lead and succeed in life.

In the spring of 2009, founder Michael Officer came up with the idea to create a charter school that would prepare students to learn and lead locally, nationally, and globally. During the summer he brought together a group of educators and concerned professionals to have a formal discussion about applying for a charter. After several meetings the group decided to apply for a charter to open the Westminster Leadership Public Charter School in the fall of 2012. In August, 2009, Mr. Officer recruited Dr. Sycarah Grant to serve as co-founder. Dr. Grant then proceeded to conduct research on possible models, best practices and curricula for charter schools, while Mr. Officer met with several other individuals, many of whom subsequently joined the founding group. Rachelle Roberts, the current Assistant Principal of the Community Academy Public Charter School, joined the group in the summer of 2010, bringing a wealth of experience and resources.

Most of the founding members were either known to each other professionally. Each person was identified and selected based on his or her interest and professional background in an effort to create a balanced team with a variety of experience that would be most suitable for the planning of the charter school.

The key founding members interacted with hundreds of parents and community members throughout the District in order to get feedback on improving the quality of education for their children. For example, in November 2009 we met with community members and public officials in the Ward 5 ANC (2C) and attended a holiday party and spoke with parents at the Boys and Girls Club. The Group did presentations at an Open House for clients and the community at Serenity Social Services and at Columbia Heights Youth Club with a question and answer session afterward. The Founding Group also met and heard the concerns of many teachers and principals. Through a professional relationship with Calvin Coolidge High School, Mr. Officer was able to conduct meetings in October of 2011 with parents, faculty, and staff at the school to obtain information on the needs of the children and the challenges faced by the faculty. The Group has attempted to address the concerns they have heard in developing the mission and philosophy of the charter school.

The Founding Group also met with parents in the District to identify potential students and to get feedback on the types of programs that they felt would address the needs of their children. Two parents have been invited from the focus groups to help with the planning process. Through our relationship with We Can, Serenity Social Services, and Higher Achievement, we have been able to get feedback on the challenges facing students in the District. We developed strong partnerships and collaborative relationships with these organizations and others that address the specific needs of the communities they serve. Some of these groups subsequently provided us with letters of support while others are considering partnering with us to deliver extracurricular activities once the school is open. We will continue to engage parents, community leaders and community-based organizations after receiving our charter. In an additional attempt to get ideas, input and feedback Mr. Officer, Dr. Grant and Dr. Strickland visited local charters, including Friendship and Ideal Public Charter Schools, and the nationally recognized Boston Collegiate Charter School in Massachusetts. To gain an understanding of some of the complex needs of students who are part of the growing immigrant communities in the district, we also met with Daniel Belayneh, a local community leader and head of the Ethiopian Community Development Corporation.

Two working groups were created to focus on the specific components of designing the school: 1) the Education and Assessment Team, which developed the educational, extracurricular, professional development, and support services programs; and 2) the Business and Operations Team, which worked on the aspects of governance and management, budgets and planning, outreach to the community, facilities management, and legal issues.

i. Educational Planning Process

Under the leadership of Dr. Grant, the educational planning team conducted extensive research on curricula, best practices and enrichment resources and identified and assembled experts to design the school model and programs. The team included Dr. Carol Strickland, Laureen Butler, Maria Williams, Kevin Pryor, Rachelle Roberts, Lauren Piersol, and Michael Officer, who together bring a wealth of expertise in curriculum development, teaching, administration, and assessment. The design team conducted research into educational philosophies, curriculum development and evaluation and consulted with a number of education experts. They also did literature reviews. In addition to visiting schools in New York and Washington D.C., Dr. Grant and Mr. Officer visited the Boston Collegiate Charter School, a successful leadership-based school which is similar to our proposed charter school.

ii. Business and Operations Planning Process

Under the leadership of Michael Officer, the team met weekly to engage in community outreach, discuss the implementation of a technology plan, develop the school budget and consult on various other operational issues. Members of the team attended several community meetings in Ward 5 meeting with community-based organizations with a strong presence in the Ward, and with representatives from the office of Council Member Harry Thomas. Important contacts were made with charter school leaders, teachers, parents, and businesses throughout Ward 5 and the District of Columbia.

c. **Corporate Structure and Nonprofit Status of the School**

Westminster Leadership Public Charter School was incorporated as a District of Columbia nonprofit corporation on January 18, 2011 and is prepared to submit our 501(c)(3) application to the Internal Revenue Service upon approval by the PCSB.

2. Governance and Management

a. **Board of Trustees**

The Westminster Board of Trustees will be responsible for establishing policies in areas of governance and management, such as personnel, legal, financial, operations, accountability and organizational performance. Currently the Board consists of four Trustees, including the founder. Once the school is chartered, the Board will consist of nine members: two parents, two educators, and five individuals who are residents of the District of Columbia. At least one member will represent Ward 5, the community where the school will be located.

The following individuals comprise the initial Board of Trustees:

Michael Officer – Executive Director (Ex-Officio). 2615 Osage Street, Hyattsville, MD 20782

Carol Rewers - Treasurer. 2833-B South Wakefield Street, Arlington, VA 22206

Frank Jones - Member. 410 Quackenbos Street, NE, Washington DC 20011

Laureen Smith-Butler - Member. 404 Rittenhouse Street NW, Washington, DC 20011

i. Selection of Board Members and Terms of Office

After receiving the charter, the Board of Trustees will consist of nine members – two parents, two teachers, and five DC residents. Half of the initial Board members will serve staggered terms of one year. Thereafter, Board members shall serve two-year terms with

approximately half of the Trustees elected at each annual meeting. Each director shall hold office until the annual meeting when his/her term expires and until his/her successor has been elected and qualified. Each Trustee may serve a maximum of two two-year terms, if re-elected. The nine-member board will meet on a monthly basis.

Two seats on the Board will be allocated to parents of students from the school, pursuant to an election held by the Parent Teacher Association. A seat will also be allocated to two members of the teaching staff, as selected by their peers in a school-wide vote. The remaining five board members will be recommended by an existing board member and will be required to submit a resume and meet with the recruitment committee. The applicant will then meet with the full Board of Trustees who will vote on his/her appointment. The nomination process will reflect the Board's desire to have persons with various professional backgrounds, governance experience, and otherwise outstanding credentials adequately represented.

ii. Selection of Parent Members of the Board of Trustees

Two parents will serve on the Board of Trustees, the President of the Parent Teacher Association and one other parent representative nominated by the Association. The candidate will be reviewed by the Governance Committee of the Board and voted on by the entire Board. These representatives will serve as the liaison between the Board and the Parent Teacher Association. The parent members will be encouraged to make suggestions to address their concerns. If the Parent Teacher Association is unable to identify or nominate a parent representative to the Board, the Board Chair will identify potential candidates from the community and submit their names to the Governance Committee.

iii. Roles and Responsibilities of the Board

The Board of Trustees will have four officer positions: Chair, Vice-Chair, Secretary and Treasurer. Each officer will be nominated by the Governance Committee and must work with the full Board. The Chairman of the Board will work with the Executive Director to set meeting agendas and guide and support the Board. The Board of Trustees will be evaluated regularly by the Executive Committee and may serve two renewable two-year terms. The succession plan for officers and board members are explained in the by-laws. The Board will delegate management of the school to the Executive Director (or "ED") who will provide direct supervision to the Principal. The Executive Director will report directly to the Board and hold an *ex-officio* position that will allow him/her to perform advisory services and have a voice in the governance of the school. The Executive Director's position on the Board is an advisory one and includes no voting privileges.

The responsibilities of the Board are as follows:

- *Legal and Financial Oversight:* The Board will review monthly financial reports to ensure that the school is operating in a fiscally prudent manner.
- *Recruitment of New Board Members:* The Board of Trustees will identify qualified individuals with specific educational skills and expertise to join the Board.
- *Fundraising:* The Board understands that per pupil allocation will not be enough to fully fund the school's mission and, as a result, will lead the fundraising efforts, including individual financial support, organizing fundraisers, and outreach to foundations and corporations.
- *Mission and Vision:* The Board will ensure that the decisions and policies of the Board of Trustees and school leadership are consistent with the mission and vision of the school.
- *Program Oversight:* During the start-up of the school, the Board of Trustees will play a key role in developing the enrollment strategy for the school. They will assist in conducting presentations to community-based organizations, faith-based groups, and other public forums. In short, the Board will play a pivotal role in ensuring that there is a demand for the school. Once the school is established and functioning, the Board will review student performance data, test scores and attendance to ensure that the school is meeting its internal and external goals. The Board will also approve the Accountability Plan.
- *Strategic Direction:* The Board will develop a short-term and long-term policy direction in partnership with the Executive Director. The strategic direction will be spelled out in the Board policy manual, which will include plans for accountability, resource development, and financial management, as well as a five-year strategic plan that may include possible expansion of the school. The Board will also regularly review current practices to evaluate its effectiveness.

The Board will include four standing committees that will oversee specific areas of the school:

- *Finance:* This committee will consist of Board and advisory members with backgrounds in finance, who will review financial reports, audit reports, accounting systems, school budgets, operations budget, forecasting, and investments and banking.

- *Academic Accountability:* This committee will monitor the school's student academic performance to ensure that the school is meeting its goals and monitor adequate yearly progress (AYP) and quarterly performance data.
- *Fundraising:* This committee will develop and conduct annual solicitation programs on behalf of the Board to major private donors, corporations and foundations, who have been identified as potential supporters of the charter school. They will also organize and conduct special event fundraising programs and evaluate fundraising success at least once a year, making appropriate recommendations to the Board for maximizing results.
- *Recruitment:* This committee will be responsible for identifying, interviewing, and screening potential board members.

Board meetings will be held monthly, with a minimum of ten meetings per year. All meetings will be open to the public and the Board will ensure that sufficient and advance notice of the time, date, and location of meetings is made public.

iv. Board's Executive Decision-Making

After making the transition from the Founding Group to the governing Board of Trustees, the Board will develop written policies in addition to the existing by-laws to ensure that the school is run efficiently. The Board of Trustees will assume its oversight role of ensuring that all policies and procedures are correctly implemented and delegate management functions to the Executive Director and Principal.

The Executive Director will be directly responsible for the operation of the school and the hiring of all senior staff members, and the Principal will oversee the academic performance of the school. The ED's compensation and terms of employment will be set by the Board and will be evaluated annually. The ED will work closely with the Board Chair and Treasurer resulting in a clear delineation of duties between the two. The Board will govern and the ED will manage effectively. The Board of Trustees and the leadership team of the school will work in concert to ensure that the school start-up proceeds efficiently. The Trustees, Executive Director, and the head of the school will receive training for their new roles and will work together to adopt and implement the following policies:

1. **Student Enrollment:** the Board will set a cap on how many students should be enrolled, while the Principal will implement the recruitment process.
2. **Employment:** The Board will adopt a non-discrimination policy. The Executive Director and Principal will advertise and recruit for all positions at the school and will interview candidates, determine salaries and contracts, and provide offers of employment.

3. School Schedule and Calendar: The Board will determine the number of days of instruction while the ED and Principal will decide on the school schedule and when to close the school during inclement weather.

v. Board's Relationship to Teachers and Administrators

The Board of Trustees will hire, supervise and work closely with the Executive Director and Principal to ensure that the school's leadership team is carrying out the mission of the school according to the charter. All management and decision-making will be delegated to them. Teachers will be represented on the Board by two members chosen by the entire instructional staff. The Board of Trustees will review the progress towards the Mission Accomplishment Plan. The school's Business Manager will work closely with the Board Treasurer and will attend the finance meeting while the Principal will attend the Board Meeting.

vi. Board's Relationship to Parents

We believe that parental involvement is important in creating an effective school. Therefore, we will make every effort to ensure that the input of parents is considered in the Board's decision-making process. Two parents will serve on the Board of Trustees one of whom will be the President of the Parent Teacher Association. The Board of Trustees is the final appeal for parents who are dissatisfied with the decisions made by the school management.

vii. Board's Relationship to Students

The Board of Trustees will play a supportive role and be actively engaged in the life of the school. They will attend school events and visit and observe classes on a regular basis. During school visits, the Trustees will not answer specific questions on discipline or school policy but instead will refer such questions to the Executive Director or Principal. Board members will provide professional expertise to the school student body which might include providing internship opportunities or workplace visits. Students will be able to communicate directly to the Board, if needed, through the Student Council and will be invited to report and provide input at Board meetings.

b. Rules and Policies

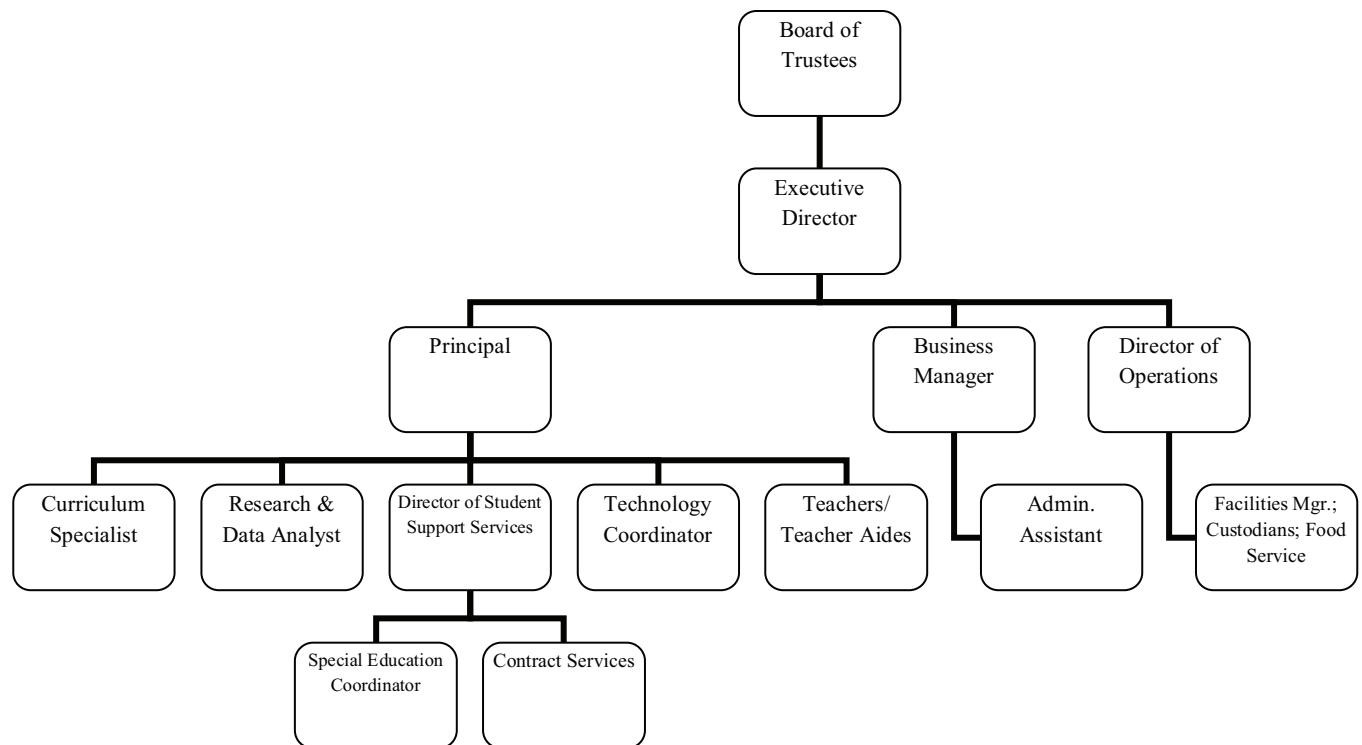
Westminster's Board of Trustees will work on establishing policies in the areas of personnel, education, organizational performance, financial and student discipline, and any other areas as mandated by District and Federal law. The goals and expectations of each board member are set forth in the by-laws (see section J(5)) and board member agreement document

(see section G). Over the course of the planning year, the Board will create a special ad-hoc committee to draft the board manual. The ad-hoc committee will review board manuals of other schools or similar entities to get ideas. Westminster will consult legal counsel and experts in this field. The final draft will be ready for review by June 2011, and ready to submit to the full Board for approval by August 2011. The board manual will include rules and policies concerning areas such as legal documents (by-laws), operations, performance description, finance reports, public and community relations, accounting, human resources and personnel policy, school code of conduct (discipline process), and organizational charts. The Board will also periodically update these documents and review them for accuracy.

c. Administrative Structure

The Board delegates the management of school to the Executive Director. He/she will provide executive leadership for the school and will ensure that the integrity of the mission of the school is protected. He will be responsible for external relations, fundraising, stakeholder relations, and community meetings, and will serve as the primary spokesperson for the school. The ED will also provide the Board of Trustees with recommendations regarding staffing levels and salaries, budget priorities, and other issues relating to the effective operation of the school. The Executive Director will provide supervision to the Principal, Director of Operations, and Business Manager and will report to the Board of Trustees.

The organizational structure is illustrated in the chart below.



- The **Business Manager** is critical to the success of the school. He/she will be responsible for the business operation of the school, which includes, purchasing, food service, security, and transportation and building repairs. The Business Manager will also prepare financial reports and act as compliance officer to ensure that the school meets the terms of its charter. Additionally, he or she will act as the primary liaison between Westminster and the various agencies that disburse funds to the school, such as OCFO and OSSE to ensure timely receipts of funds. The Business Manager will work with the Principal, the Executive Director and the Treasurer to ensure that the school meets its financial, regulatory and administrative reporting requirements. The Business Manager will report to the ED.
- The **Technology Coordinator** will ensure that the school's technology and information systems operate smoothly and will report to the Principal.
- The **Administrative Assistant** will be responsible for purchasing supplies and safely securing all school files. He/she will also provide administrative support to the school's leadership team, and will report to the Business Manager.
- The **Principal** will provide leadership for the school's leadership team and will coordinate with the Executive Director on strategic decisions and external relations. Specific duties will include the hiring of staff, evaluation and supervision of staff and the coordination of ongoing staff development. He/she will also ensure that the curriculum is aligned to standards and supervise its implementation to ensure that students are achieving high academic standards. The Principal will provide oversight to the Curriculum Specialist, Teachers, Teachers Aides and Non-Instructional Staff and will report to the Executive Director.
- The **Research and Data Analyst** will provide supervision of data collection and analysis to ensure that the school is meeting projected goals. He/she will share insight on data and determine the best way to use the information to improve performance. He/she will also conduct surveys of students, parents and teachers and collect any additional data needed to report progress on the Mission Accomplishment Plan. The Research and Data Analyst will report to the Principal.
- The **Curriculum Specialist** will serve as the curriculum leader of the school. He/she will supervise and assess teaching staff and introduce best practices to assist them. As curriculum leader, the Curriculum will ensure that all curricula and lessons are aligned with the standards and assessments, will oversee the scope and sequence of the curriculum, and coordinate professional development for the instructional staff. He/she will report to the Principal.
- The **Teaching staff** will provide direct instruction to students, provide feedback to parents and support staff. Teachers will also participate on planning teams, conduct after-school

activity, provide feedback on curricula, and offer suggestions, as well as provide input on school policies and procedures. Teacher Aides will assist the teaching staff in the classroom as needed and will report to the teacher(s) they assist. All Teaching staff will report to the Principal.

- The **Director of Student Support Services** will establish supportive relationships among staff, students, parents, and the community. He/she will supervise counseling staff to help create a positive culture of behavior in the school, and will also supervise, evaluate, and direct the assessment and assignment of student support, ESL, and special education services. The Director of Student Support Services will report to the Principal.
- The **Special Education Coordinator** will ensure compliance with established policies, procedures and/or regulations and perform other duties required to maintain the school's program of services. Responsibilities include: managing the schools special education programs and services; developing related goals, objectives; recommending policies; planning, implementing and working with staff to evaluate the special education programs and services; acting as a liaison with other school staff; serving as a source of information regarding special education programs and services; and ensuring that procedures are appropriate in relation to policies required by District and federal regulatory requirements. Significant time is required for analyzing data, planning activities, monitoring programs/services, responding to others and consulting with program personnel.
- **Contract Services.** Occupational, Physical and Speech Therapists will be retained by the school on an as-needed basis to provide support to students. Counseling will be available at the school for students to ensure that they receive the support necessary to facilitate learning. Counselors will conduct group sessions as well as individualized counseling and will work closely with the special education coordinator, school planning team, and individual teachers to create support plans for students and oversee their implementation. Counselors will be available to work with families to manage expectations, explore home behavior and educate families on how to support children academically and emotionally. These service professionals will report to the Director of Student Support Services.

i. Student, Teacher, and Parent Input into School Decision-Making

Teachers and parents will be represented on the Board of Trustees. It will be expected that these members act as a conduit for two-way communication between the Board and these constituencies. Every parent of a child in the school will automatically be a member of the Parent Teacher Association, which will advise the Principal and ED on relevant matters. Students will have the opportunity to influence decisions that affect them and gain experience in governance through participation on the Student Council. They will be invited to report and

provide input to the Board at their regular meetings. In addition, the Principal and ED will be available for informal meetings with students to listen to their concerns and ideas.

d. School Management Contracts

Westminster does not have any contractual arrangements with an independent school management firm or any contracts with any organizations at this time.

3. Finance

a. Anticipated Source of Funds

i. Per Pupil Funding

Westminster Public Charter School anticipates receiving the majority of its funding from District and Federal per pupil funding sources. In estimating future revenues and expense, all figures are based on currently available information and in current dollars. In estimating the scale of that funding, we have followed conservative budgeting practices. For the purpose of this application the Founders of Westminster have created an enrollment plan and budget based on 100 students; however, it is our goal to enroll 120 students. The \$8,945 per pupil allowance amounts to \$894,500 in revenue. Additionally, the facility allowance of \$3000 per student generates an additional \$300,000 in revenue. The financial projections also take into consideration PCSB's weighting formula applicable to different student populations. For example, 80% of our students will be 6th graders and thereby eligible for foundation level weight of 1.03 which will add \$21,520 to our revenues. An estimated 15% of our students will need special education support services, with a .52 – 2.83 weight to the funding formula, contributing an additional \$107,161 to our revenues.

Anticipated federal funds are reflected in the budget, including a grant of \$180,000 from Title V, Part B grant during the pre-opening year. During Years 1 and 2, we expect to receive an additional \$260,000 per year. Additional federal funds include NCLB funding for approximately 80% of our students, Title I funding, as well as a supplement for the federal free and reduced lunch program. Accordingly, we anticipate an additional \$46,478 in revenues.

For purposes of the budget, the 100 student target is a "count day," or October 5, 2012 target. To achieve that enrollment level, the school anticipates that it will have to accept approximately 10% more applicants than our target and actively manage the waitlist to account for the inevitable no-shows once school begins. Consistent with our goal of creating a conservative budget, the school has factored in a 1.5% discount as an allowance for possible enrollment audit issues.

ii. Private Funds

Westminster recognizes that other funding sources can play an important part in augmenting its core programs. Critical to the success of any program is the development of an overall fundraising plan. In collaboration with the Board, the Executive Director will create a fundraising committee to develop and implement a fundraising plan. This plan will establish benchmarks and performance goals. The plan will examine the needs of the school and identify two categories of funding sources: (1) available grant funds; and (2) direct fundraising events and activities. The budget has allocated resources to contract with a grant writer to assist with this effort. In Year 1, the fundraising budget is \$10,000 and increases with inflation through Year 3. In Year 4, the school will hire a full-time Development. We will be aggressive in our pursuit of additional resources but conservative in our budgeting approach.

iii. Financial Goals and Objectives for Five-Year Budget

Westminster is committed to following financial processes that lead to the creation of an entity that is sustainable for the long run. These include implementing appropriate financial controls, strategic financial planning, making adequate investment in back office, and following conservative budgeting practices. Strategic financial planning will involve developing strategies to control costs and coordinating resources as well as strategies to diversify and strengthen revenue streams.

Our five-year budget objective is to maximize the use of federal and District allocations for staff, training, educational program development, and operational infrastructure. All funds realized would be invested conservatively. Westminster's financial goals and objectives are to compensate faculty and staff through annual cost of living increases, expand the educational program by providing enrichment classes such as an athletics program, add a student technology center, and to purchase, renovate or construct a new facility and permanent home for the school.

iv. Contingency Plans

We are acutely aware of two factors that could materially impact the school's financial viability if they become a reality: (1) the delay of receipt of funds, and (2) an under-enrollment of students. To address these revenue challenges, Westminster has created a conservative budget. We will also establish a credit line or loan from a local bank to cover any funding delays or financial shortfalls that may occur. If the school is under-enrolled during the first year, Westminster will consider increasing its projected student-to-teacher ratio from 20-to-1 to 24-to-1. Other first and second year programmatic adjustments might include reducing rates of consultants, securing in-kind gifts and reducing the salaries of senior staff. Combined, these adjustments will result in significant savings. Importantly, a contingency reserve fund is incorporated into the budget. We will continue to raise and increase this fund to the equivalent of four months of operating revenues to address any potential funding shortfalls.

The specific goal of conserving cash through the first five years is to enable Westminster to eventually purchase a school building. Westminster intends to start a capital campaign as well as use its accumulated cash to finance the purchase. Westminster intends that its accumulated cash will cover the expenses related to purchasing its building but would like to retire some of the debt through a capital campaign so that the school can have the security of lower costs related to the mortgage of the building. These proactive steps will ensure that should Westminster fail to reach its recruitment goal, the school will continue to maintain a positive cash flow.

b. Planned Fundraising Efforts

In addition to the traditional fundraising sources, we will employ on a contract basis a development professional to work with the school's teachers and administrators to identify unique funding sources to support innovative ideas that come from the faculty, parents, administrators and students. Our fundraising efforts will be ongoing and strategic. They will tie-in to the community and serve secondary objectives of recruitment and community outreach. Some of the fundraising efforts we will employ include:

Foundations

During the planning year, Westminster will apply to the Walton Foundation for a \$250,000 planning grant. These funds will be used to support our planning efforts. Westminster will also reach out to local and regional foundations that have a history supporting charter schools; these include The Morris & Gwendolyn Cafritz Foundation, Freddie Mac Foundation, Wachovia Foundation, Verizon Foundation, and the Philip L. Graham Fund. We will also reach out to the Bill and Melinda Gates Foundation and the Challenge Foundation: both have a history of supporting new charter schools in the District of Columbia. For invitation-only funders, Westminster will work to attract their attention over the short-run by focusing its efforts on building a measurable record of increasing student achievement and make efforts to have representation at major conferences and gatherings of the charter community.

Tax-Deductible Donations

Westminster will offer parents, community businesses and other organizations the opportunity to make tax-deductible cash donations. Donors will be encouraged to make multi-year pledges to provide greater flexibility in financial planning. The donations can be made by check or online through our website.

eScrip

Westminster will sign up for eScrip, a service that lets parents and members of the community passively raise money for the school through their purchases. eScrip tracks purchases when participating supporters use their registered debit/credit card. Participating businesses will be able to make a contribution based on the purchase amounts. Westminster will receive the donations directly from the eScrip program.

Events

Westminster will host an annual fundraiser, which will highlight the talents, interests and aspirations of the school. Proceeds from the fundraiser will be used to support every aspect of the school. The fundraiser will also serve the dual purpose of promoting the school in the community and therefore assist with our recruitment.

c. Financial Management and Accounting

The management of Westminster has reviewed the D.C. Public Charter School Board fiscal policy handbook and compared it to existing internal controls in place. The primary accounting and audit policies are as follows (pending board review and approval):

1. All financial statements will be prepared and presented according to GAAP for not-for-profits, inclusive of FASB 116 & 117 which provide specific guidance on accounting and reporting revenue and net assets.
2. The fiscal year for Westminster will begin July 1st and end June 30th.
3. The board finance and audit committee will engage an independent certified public accountant (or accounting firm) from the approved vendor's list to conduct an annual audit of the corporation's financials.
4. Interim financial statements will be prepared and presented to the Westminster Board, or the finance and audit committee if the Board so delegates, in a periodic and timely manner. In the first two years of operation, the Board expects such reports on monthly basis in keeping with the monitoring policies of the PCSB.
5. Financial statements will be prepared on an accrual basis.
6. The organization, or its consultants, will prepare all reports and forms as required by the Internal Revenue Service to document revenue and expense in accordance with

laws governing tax exempt organizations. Such reports will include, but not be limited to, Form 990.

7. Any “related party” transactions will be evaluated and reviewed, per the conflict of interest policies of the Board. Such transactions will be disclosed in the course of the annual audit.

Before July 1, 2011, the Board will have approved an internal controls manual that is expected to include the preceding accounting and auditing policies as well as those listed below in summary form only.

Significant Policies to be reviewed for the Internal Controls Manual:

1. Budgeting and Financial Planning
 - a. Prior to the start of each fiscal year, the Board will review and approve an operating budget for the corporation.
 - b. The annual budget will detail expected revenue and expense and will be prepared by management in consideration of prior year actuals and forecasted program changes.
 - c. The budget will be prepared, reviewed, and revised as necessary and approved prior to the deadline for submission to the PCSB.
2. Cash Flow Management
 - a. The annual budget will include a cash flow forecast by month.
 - b. The forecast will include beginning and ending monthly cash balances and will illustrate sufficient cash reserves, as determined by the Board.
 - c. An interim and annual report on the actual cash position versus the forecasted position will be provided to the Board with all interim and annual financial reports.
 - d. The Board will determine whether the need and amount for a line of credit with a financial institution to serve as additional working capital reserves.
3. Banking
 - a. The Board will review and approve authorized individuals to conduct retail banking transactions on behalf of the corporation.
 - b. The Board will never delegate the authority to approve signatories on a corporate account. All such approvals will require a majority vote of the board.
 - c. The Board or the finance and audit committee will agree to policies and procedures governing who signs checks or otherwise transmits funding on behalf of the corporation.

- d. All banking and cash management duties will be segregated where appropriate to ensure that more than one employee is familiar with each significant transaction (receipt or payment).
 - e. Bank accounts will be reconciled monthly with internal financial records.
- 4. Fixed Assets
 - a. The board will select an appropriate financial methods to capitalize assets for the organization in consultation with a CPA.
 - b. Fixed assets will be tracked and managed by the corporation, in consultation with accountant and in accordance with GAAP.
 - c. Management will be responsible for creating and maintaining fixed asset inventories, for review by the Board or the finance and audit committee.
 - 5. Procurement
 - a. The Board will determine appropriate guidelines for the procurement of goods and services.
 - b. At a minimum, staff will be required to clearly document orders for goods and services confirmation of receipt and billing in a process that is clearly outlined.
 - c. For purchases in excess of \$25,000 in a single fiscal year (either goods or services), the Board will review and approve such purchases. Procurement for such items will adhere to PCSB published guidelines.
 - 6. Record-keeping
 - a. Management will be responsible for careful and accurate record-keeping in all financial matters.
 - b. Original invoices and receipts will be maintained in accordance with federal program requirements and/or the advice of independent auditors or other regulatory agencies.
 - c. Key corporate documents will be maintained in files or posted on the premises as necessary (e.g., certificates of occupancy).

d. Civil Liability and Insurance

Westminster has reviewed the recommended minimum insurance coverage levels provided by the DC Public Charter School Board and will obtain at least as much insurance as follows:

- General Liability (\$1,000,000 per occurrence, \$2,000,000 aggregate)
- Directors and Officers Liability (\$1,000,000)
- Educator's Legal Liability (\$1,000,000)
- Umbrella Coverage (\$3,000,000 or \$5,000,000 if providing transportation)
- Business Property (100% of replacement cost)

- Boiler and Machinery Insurance (\$1,000,000, if applicable)
- Auto Liability Insurance (\$1,000,000)
- Workers Compensation (as required by law)

Prior to the start of operations, Westminster will secure a general liability, business property and workers compensation policy. The policy will be competitively bid in April and May of 2012. The budget for FY10 includes approximately \$160,000 in insurance across the expected categories: general liability, directors and officer's liability, other liability, property and lease insurance and workers compensation.

e. Provisions for Audit

Westminster will hire an independent CPA to conduct an annual fiscal audit of all financial records including the balance sheet, cash flow statement and income statement. This audit shall be included in the school's Annual Report. Additionally, the CPA will audit the school's journal entries, payroll and record/receipt filing systems. All transactions and documents will adhere to generally accepted accounting procedures (GAAP) and be in compliance with applicable standards set forth by the U.S. Comptroller General. Funding for auditing is included in the school's financial plan.

The school shall employ a business manager to assist in the daily fiscal and accounting functions of the School. The Board of Trustees and Executive Director will provide fiscal oversight. Westminster will contract with an independent CPA to provide support to the school in analyzing, reconciling and adjusting account balances, and to ensure the records are maintained in accordance with GAAP.

4. Facilities

a. Identification of a Site

The facility team of the founding group has initiated an intensive search for a suitable site which will include the following features:

- Space for 7 classrooms
- Space for computers and library resources
- Space for dining area
- Restrooms
- Kitchen facility
- Handicap accessibility
- Either on-site facilities or convenient access to facilities for extracurricular activities

Westminster has a number of options in terms of identifying a facility for the school. One is to work with Tom Porter of Building Hope to identify potential sites in Ward 5. (A letter of support from Building Hope is included in the Appendix.) Mr. Porter has agreed to assist Westminster with developing an incubator site. A DCPS site would be ideal but will pose a challenge as they are unlikely to announce the availability of a location until the summer of 2012. Since we plan to open in August of 2012, the uncertainty of a location would have an adverse impact on our recruitment efforts, but also on planning and preparation for the inaugural school year. The second option would be to identify an existing charter school to incubate with; however, the timing could pose a challenge and would be based on space availability. In both instances Westminster will have to be persistent in reaching out to DCPS and other charter schools to receive a commitment. The third option would be to seek a commercial space to lease. This scenario is more expensive but in terms of timing, would be beneficial. We have been working with the Menkiti Group, a commercial real estate broker in the district, and visited a number of potential sites in ward 5. Examples of sites visited include:

- 2052 W. VA Ave, NE – a 36,000 SF facility near the Trinidad neighborhood
- 2900 V Street, NE – a 57,000 SF facility at the far end of Bladensburg Rd.

Two other sites visited were unsuitable for various reasons. Westminster will continue to explore all available options as we seek a suitable site in Ward 5.

b. Site Renovation

Westminster will establish contingency funds within our budget for site renovations, in addition to seeking funds through public and private grants for facility renovations.

c. Financing Plan for Facilities

Westminster anticipates applying for a line of credit at BB&T once the Charter is established. BB&T currently provides banking services to several charter schools and has an excellent track record. If this option fails to materialize, Westminster will work with other financial institutions to identify the appropriate credit products. We will use the line of credit to develop a credit history that will assist us to lease and later purchase or construct a facility. In addition, we will diligently seek and apply for facility grants. Westminster's Executive Director, Principal and Business Manager will work with the Board to determine the best course of action to take.

d. Building Maintenance

The Executive Director and the school's Business Manager will develop the school's facilities maintenance standards, including contacting the DCRA, Fire Department, and other permitting agencies to obtain copies of all official codes and standards that apply to the operations of a school facility. The school's administrators will create formal written policies as they relate to compliance with building maintenance codes and standards. All key administrative staff will be required to be at least minimally familiar with those standards.

Consistent with the standard terms of an agreement with Building Hope, the cost of maintaining the facility will be included in the monthly rent payments. If we proceed with leasing commercial space, we will negotiate to have building maintenance included in the rent. Finally, we have allocated funds in the budget to provide for maintenance should the other options fail to materialize.

5. Recruiting and Marketing

a. Outreach to the Community

Westminster will achieve and maintain enrollment by conveying and demonstrating our vision and mission through a variety of mediums. The anchor for our approach will be our website that will allow prospective families to apply for admission on-line, in addition to the options of mailing or faxing the application to our office. We will conduct Open Houses, participate in PCSB's educational choice fairs, and attend community events, while developing a dynamic database of attendees from such events to whom we can advertise the school's events and activities. As needed, we will purchase mailing addresses from USA Data for District households that meet the criteria (i.e., middle and high school-aged children) for Westminster enrollment.

Westminster views the relationship with the community as reciprocal. Our goal is to be resource for community activities and to provide important learning opportunities for students and families. Our strategy of community engagement is the creation of long term partners that work creatively to create a learning community. There are a number of strategies that Westminster has and will pursue in an effort to reach out to the community.

i. Relationship with Community Organizations

Westminster has established contact with community-based organizations, civic leaders, faith-based organizations, as well as ANC commissioners and parents. We will continue to work

with these key stakeholders so as to facilitate our acceptance into the community and assist us with our recruitment of students.

The table below is a summary of organizations that we have met or had discussions with. An asterisk (*) indicates that a letter of support is enclosed in the Appendix of this application.

Organization	Contact	Address	Service
*WeCan	Johnice Galloway	1145 40th Street, NE	Provides youth enrichment and leadership programming to Ward 5 children
Boys and Girls Club of Greater Washington	Leah Lamb	4103 Benning Road, NE	Provides research-based leadership and youth engagement services to youth
*Serenity Social Services	Roosevelt Cohen	1480 Girard Street, NW	Provides mental health, family therapy, conflict intervention
*Play Sports for Life	Mark Griffin	101 T Street, NE	Provides a range of sports activities and health education services to schools in low-income communities
Higher Achievement Inc	Lynsey Jeffries	317 8 th Street, NE	Provides after school tutoring services to children in the District
Latin American Youth Center	Lori Kaplan	1419 Columbia Rd, NW	Provides workforce development, education, gang prevention, life skills and after-school services
NOMIS Youth Network	Robert Simon III	518 10th Street, N.E	Provides afterschool, boxing and mentoring to at-risk teens
City of Peace	W. Thompson Prewitt	1328 Florida Avenue, NW	Provides drama and after-school supports to at-risk teens
Columbia Heights Youth Club	Gail Oliver	1480 Girard Street, NW	Provides recreation, youth engagement and leadership development

Joy of Motion Dance Center	Douglas Yeuell	2201 Wisconsin Avenue, NW	Provides performing arts and dance activity to at-risk youth
Lifestarts Youth and Family Services	Curtis Watkins	1115 Good Hope Road, SE	Provides family counseling, gang prevention and intervention, after school programs, and tutoring

ii. Political Support

We have had discussions D.C. Council members and/or their senior staff, including Harry Thomas, Jr. (Ward 5) and At-Large members Kwame Brown, Michael Brown, David Catania, and Phil Mendelson. We have included in the Appendix a letter of support from Harry Thomas, Jr., the Ward 5 Council Member.

iii. Online Outreach

Our website will educate the public about the school. The “look and feel” of the website will be inviting and inclusive. Prospective parents or community members will feel that the school is not just an educational institution, but an institution in the fabric of the community. We want the community to feel that the school will assist their children to reach their full potential and contribute to the community. The website will be used as a marketing vehicle that will collect the names of interested families and include links to social networking websites.

iv. Other Recruitment Activities

Westminster will conduct an intensive outreach effort over the next six months to partner with community associations, cultural institutions and other relevant groups in our targeted wards. Our activities will include:

- We will create flyers and other print media in multiple languages and distribute them at community meeting places.
- We will target community organizations and asking community groups to include information about Westminster in their newsletters. We will also request a few minutes at upcoming events to address the members.
- We will conduct presentations and hold informational seminars at libraries, churches, daycare centers and community centers in our targeted wards and in conjunction with cooperating community groups.

- Other initiatives will include prominent signage such as on Metro buses. We will also be investigating advertising on cable TV or radio, and targeted press releases for local broadcast media. In addition, after the school's opening, students will be required to wear uniforms thereby turning them into virtual walking billboards for the school.
- We will explore the needs and challenges of the community and offer forums and discussions that address those challenges. For instance, if teenage pregnancy is a particular concern, we will invite a specialist in that arena to address the community in an open forum that is free to the public.
- We will hold lectures on the cultures of the demographics that make up the community. The lectures will include experts and community members.
- During off-school hours, we will provide space for classes for our parents and interested community members, as well as provide space for cultural activities that reflect the needs and interests of the community.

b. Recruitment of Students

Westminster will make extensive use of the demographic analysis of the student population of Ward 5 and the bordering wards to identify our target pool. Westminster will conduct a series of Open Houses to promote the school. The Open House will allow the parents to meet with the leadership of the school and its faculty, and ultimately recruit students by convincing their parents that the school is ideally suited for their children. The Open House will expose the school to dozens of qualified families. The Open Houses will occur on a recurring schedule, such as the 1st and 3rd Saturday of every month. As a result, parents will always know when they can attend and will be able to adjust their schedules in advance.

Westminster will also use the follow strategies as a part of our recruitment:

- Develop attractive invitation brochures. Besides inviting the parent to the Open House, the brochure will explain the school's mission, our unique approach to learning, the programs and special opportunities for their children. Other materials to be created include a flyer, brochure, and a poster for the Open House.
- Include ads in local newspapers that include the dates of the Open Houses. Possible publications include the *Afro-American*, *The InTowner*, *El Tiempo Latino*, *The Washington Post Express*, *Washington Parent*, and others.
- Include an ad on the back and sides of Metro buses. The ads will include the website address and an invitation to visit the Open House. (See sample of ad below.)

New Prestigious Charter School Accepting Applications for Final Slots!

Open House

1st & 3rd Saturdays
11:00 a.m. - 1:00 p.m.
123 U. St NW
Washington DC 20009
(Refreshments Served)

Perfect for Busy Parents

-Open Longer Hours
-Conveniently Located
-Grades 5-12
-Challenging Curriculum

**Seeing is
Believing!**

Westminster Leadership Public Charter School
Call (202) 123-3456 or visit www.westlpcs.org

- Mail invitations to the homes in the area
- Maintain a 24/7 contact line and website for parents to gain more information.
- Setup a registration page on the website that encourages visitors to attend one of the Open Houses. A secondary objective of the registration will be to collect valuable information from the visitor for future follow-up.
- Distribute flyers to the libraries in Ward 5 and the surrounding areas. We will include a cover letter for the library personnel that will explain our organization and contain contact information.
- Run public service announcements (PSA). As a non-profit organization, we will be eligible for free PSAs on the local radio stations.

In addition to the Open Houses, we will engage in a public relations campaign. We recognize the challenges associated with student recruitment and have established June of 2012 to start the recruitment efforts. In the event that we have exceeded our enrollment target by June 6, 2012 a public lottery will be held to determine which applicants will be offered enrollment. Families will be notified immediately of the result of the lottery. Should we not require a lottery, letters of acceptance will be mailed out by June 13, 2012. Families of students being offered enrollment will be required to confirm their child's enrollment and submit a short enrollment packet which will include important demographic and educational information about their child. Each family will be required to arrange for an individual or small-group orientation meeting with school leaders. In the event that we have not met our enrollment target, then the school will continue with our outreach effort until all slots are filled. If we have not met our enrollment target, Westminster will accept students from beyond the district providing their families pay a fee consistent with OSSE's payment guidelines.

i. Recruitment of Students Who Are Homeless or Wards of the State

Westminster will reach out to Edgewood Brookland Family Support Collaborative in Ward 5 which is engaged in providing an array of neighborhood based prevention services to (1) strengthen families and prevent child abuse and neglect before signs are present; (2) address at-risk families who have one or more risk factors that are associated with child maltreatment; and (3) provide support to families to reduce the incidence of a recurrence of child abuse and neglect.

We will also conduct outreach to the D.C. Department of Youth Services that has group homes in the Ward 5 area to conduct outreach. We will also reach out to traditional group homes and independent living facilities operated under the auspices of the D.C. Department of Family and Child Services to inform them of our programs and services.

ii. Recruitment Timeline

Date	Description of Activity
January 15th	Announcement of accepting enrollment. Completion of website.
January 20th - June 5th	Accepting applications
March 1st-April 15th	Aggressive community outreach and advertising
June 6th	Lottery (if necessary)
June 13th	Letters of acceptance sent out to parents
June 28th - August 10th	Student registration: parents will provide completed enrollment forms, together with proof of residency to confirm enrollment.
August 21st	First day of school
August 21st -Sept 15th	Extended enrollment/registration (if required)

iii. Impact on Surrounding Schools

The graduation rate for youth graduating from D.C. public and public charter schools is less than 50%. In 2001, of every 100 students who entered 9th grade: 43% graduate from high school in the District within five years, 29% enroll in post-secondary educational programs within 18 months of graduating high school and only 9% attain a post-secondary degree within five years of enrolling in college. The national graduation rate in 2009 according to the National Center for Education Statistics was 66%. Westminster seeks to have a positive impact on these alarming statistics. Based on the chart below, the population base will support the addition of a new charter school.

Demographic Data For Washington, D.C. Ward 5 Designated Census Tracts ²		
Population:	Citywide	Ward 5
Total Population	582,761	72,527
African American	347,587	62,846
White	158,946	6,493
Latino	33,535	1,378
Households	248,338	28,112
Youth (0-18)	114,992	14,385
Adults (0-18)	257,012	48,461
Average Income (Per Capita)	\$28,659	\$19,173
High School Diploma's & Bachelor's Degrees (25 years and older)	232,628 (39%)	20.7%
Unemployment Rate³	12%	15%
Poverty	20.2%	20%

c. Future Expansion and Improvements

The enrollment projections by grade are as follows:

Students by Grade	SY 12-13	SY 13-14	SY 14-15	SY 15-16	SY 16-17
5th	20	20	20	20	20
6th	80	80	80	80	80
7th	0	80	80	80	80
8th			80	80	80
9th				80	80
10th					80
Students - Total and Growth	100	180	260	340	420
Students Incr.		80	80	80	60

We estimate that approximately 15% of our students will be Special Needs children. Our estimate is based on our present knowledge of existing student trends as well as consideration of current average rates of special education in DCPS.

Special Needs: 15 %	15	25	36	49	60
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²U.S. Census, Washington, D.C. Office of Planning, D.C. Dept. of Employment Services Washington, D.C. (March 2010).

³D.C. Dept. Employment Services, Office of Labor Market Research and Information (July 2008).

Future Expansion and Improvements:

The staffing model allocates one primary teacher per grade level. Teachers in foreign language and other areas will be added as the student enrollment increases. We will engage in a proactive recruitment strategy that includes job fairs, referral programs, open houses and media advertisements. With respect to the expansion of facilities, Westminster will add an additional grade level each year until we graduate our first class of seniors. As a result of this expansion, the school will require a larger facility to accommodate the increased enrollment and staff. We anticipate being placed in an incubator site by Building Hope that will accommodate our growth for the first five years of operation. Thereafter, we intend to purchase our own facility. In addition, the school intends to increase the ratio of computers per students, upgrade instructional software as it becomes available, and otherwise make the school technologically suitable for a college preparatory environment.

C. PLAN OF OPERATION

1. Student Policies and Procedures

a. Timetable for Registering and Enrolling

Notices of enrollment will be released to the community in January of 2012, followed by outreach and development of our website and advertising. Westminster will only accept students who are DC residents. A lottery will be held on June 6th, if we exceed our enrollment target, to fill the available slots. In the event that we do not meet our enrollment target, enrollment will remain open and Westminster will accept students from beyond the District provided their families pay a fee consistent with OSSE's payment guidelines.

Date	Description of Activity
January 15, 2012	Announcement inviting applications. Completion of website.
January 20 th -June 5 th	Ongoing application acceptance
March 1 st -April 15 th	Aggressive community outreach and advertising
June 6 th	Lottery (if demand for slots exceeds enrollment target)
June 13 th	Acceptance letter sent out to parents
June 28 th -August 10 th	Student registration: parents will provide completed enrollment forms, together with proof of residency to confirm enrollment.
August 21 st	First day of school
August 21-Sept 15 th	Extended enrollment/registration (if required)

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

Westminster will accept students who are residents of the District of Columbia. We will not discriminate against any pupil on the basis of race, ethnicity, national origin, gender, disability, religion or sexual orientation. Additionally, we will not base our admission on measure of achievement or status as a student with special needs. If space is available, Westminster will accept students from outside the District who are willing to pay the tuition

specified by OSSE. Other factors that might affect our enrollment strategy include the availability of qualified staff and building capacity.

i. Admissions Process

Parents must submit an application to the school and will be given a dated receipt. At the conclusion of the enrollment period we will determine whether we have met our enrollment target. If we have exceeded our target, a random lottery will be held. Students will be given priority if they are: (1) returning students; or (2) siblings of accepted and returning students. The remaining slots will be filled by lottery. All applicants will be notified within 7 business days after the end of the enrollment period or lottery and students who have not been admitted will be placed on a waiting list.

ii. Enrollment Process

Students who have been selected will be sent a list of documents required to complete registration and will be given a deadline to return the documents. The documents include: (1) Birth Certificate; (2) Immunization Records; (3) Original documents to prove residency; (4) Signed Parent and Student Handbook; (5) Acknowledgement of receipt of the Family Educational Rights and privacy notice regarding the release of student records. The process will be simple and the school will offer a completely open enrollment process. The school leadership team will be trained to assist families in understanding that our enrollment process is designed to build closer cooperation between the parent and the school. If the required documents are not returned with the registration form before the end of the registration period, the school reserves the right to award the place to a student on the waiting list.

iii. Withdrawal

Parents may withdraw their child from the school at anytime and will be asked to complete and sign a withdrawal form. The school staff will work with the family when a withdrawal request is made to identify the reason(s) behind the decision and to get feedback about their experience. If a meeting is not possible, a survey will be sent via mail or email to identify the reasons for withdrawal. The feedback received will be used to improve policies and practices at the school.

iv. Philosophy Regarding Student Behavior & Discipline

Westminster believes that every student should have the opportunity to learn skills and values that are necessary for personal development. Our disciplinary plan is developed so that students behave in a safe, orderly way for an effective learning environment. **Every student has the right to learn and be safe, and no one has the right to interrupt learning or make others feel unsafe.** We also believe that parents are partners in implementing our disciplinary policy and therefore in all instances parents are contacted when disciplinary actions are taken.

v. Discipline Plan and Procedures

Westminster has identified four categories of student behavior that are unacceptable and the corresponding consequences associated with such behavior. Outlined below is Westminster's Progressive Discipline Plan that stipulates behaviors that will not be allowed at school.

Examples of Behavior	Menu of Possible Consequences
Type A Behaviors	Step 1
Violation of classroom rules	Verbal warning Refocus sheet Discussion with student Behavior is recorded on student's discipline card ○ 2 entries per quarter = teacher calls parent
Unauthorized food, gum, etc.	
Littering	
In unauthorized area or no hall pass	
Disrespect to fellow students	
Inappropriate items (CD player, toys, cards, etc.)	
Failure to line up when bell rings	
Failure to keep hands & feet to self	
Dress Code violation	
Type B Behaviors	Step 2
Repeated violations of Type A Behaviors	Behavior is recorded on student's discipline card Disciplinary referral and detention Parent contact by telephone from teacher Possible restriction of privileges Suspension Alternative if necessary Suspension
Lying, cheating	
Getting into someone else's locker	
Frequent tardiness or skipping class	
Chronic disruption of class	
Throwing food in cafeteria	
Display of gang writings, symbols, etc.	
Unacceptable language	
Continually unprepared for class	
Rough Play (wrestling, etc.)	
Excessive physical contact (hugging, kissing, etc.)	
Failure to serve detention	

Type C Behaviors	Step 3
Repeated violations of Type B Behaviors	Behavior is recorded on student's discipline card Suspension Alternative Parent conference required Parent notification by Administrator Restriction from privileges Possible disciplinary referral Possible behavior contract Possible Community School referral Suspension
Cause or threaten to cause bodily injury to another (fighting)	
Possession of a dangerous item (explosive, lighter, etc.)	
Possession of tobacco or smoking	
Damage to school or private property	
Profanity, obscene language or gestures toward student or staff	
Disrespect/impertinence/defiance to authority	
Extortion	
Lewd, indecent, offensive conduct/sexual harassment	
Stealing/Possession of stolen property	
Type D Behaviors	Step 4
Repeated violations of Type C Behaviors	Behavior is recorded on student's discipline card Parent Notification by Administrator Suspension Alternative Possible expulsion Referral to Law enforcement Restriction of activities/privileges Community School Referral Suspension
Possession/furnish of any controlled substance or alcohol	
Under the influence of a controlled substance	
Possession/furnish a weapon (knife, firearm replica, etc.)	
Brandishing a weapon/knife at another person	
Arson/Robbery	
Chronic defiance not modified by previous progressive discipline	
Assault/battery upon any school employee	

vi. Suspension Alternatives or Expulsion

Westminster believes in providing all students with access to the curriculum and providing remediation and not removal for those students who demonstrate negative behaviors within the school environment. Research indicates that consequences like suspensions are not likely to change the inappropriate behavior of the students involved, nor do they serve to deter other students from engaging in the same behaviors (Skiba, Peterson & Williams, 1999). Instead,

these consequences make the suspended student's academic progress more difficult, and they may increase the likelihood of the student dropping out of school or having other negative outcomes. Therefore, Westminster will use suspensions sparingly as a disciplinary consequence and will focus on developing consequences that are more effective and less reliant on traditional exclusionary consequences. These implemented consequences are to include: problem solving/behavioral contracts, restitution, mini-courses or skill modules, parent involvement/supervision, counseling, community service, behavioral monitoring, Behavior Intervention Plans, alternative programming, and/or appropriate in-school suspensions (tutoring, skill building). Although Westminster would like to provide all students with opportunities for growth and development resulting from poor choices, we also have to keep in mind the safety and well being of the rest of the student body. For these behaviors, Westminster will schedule a meeting with the parent(s), principal, and teacher/social worker, where the nature of the offense is discussed and the determination to expel the student is made. The decision to expel the student is determined by the Principal after consultation with his or her senior staff.

vii. Fighting/Assault

In all cases of fighting, there will be immediate remediation and the implementation of suspension alternatives and or suspension to address the problem and prevent it from occurring in the future. If the fights continue to occur despite the implementation of three previous suspension alternative consequences students will be referred for expulsion.

viii. Students with Disabilities

According to the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) all students with disabilities must have a "manifest determination" meeting prior to being removed from school for more than 10 days due to a violation of the Code of Conduct. This meeting will be held within 10 days of the decision to remove the student for more than 10 days.

At the meeting it will be determined if the behavior was a direct result of their disability and, if so, a functional behavior assessment (FBA) will be conducted and a behavioral intervention plan (BIP) will be implemented. If a FBA and BIP have already been conducted, they will be revisited and revised and the student will be returned to school. According to the IDEIA, there are three instances in which a school may remove a student for 45 school days without conducting a manifestation determination: (1) if a student carries a weapon to or possesses a weapon at school or on school premises; (2) if a student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school or on school premises; or (3) if a student has inflicted serious bodily injury upon another person while at school or on school premises.

ix. Appeal Process

Parents wishing to appeal an expulsion decision will have up to five days from the hearing to submit a written request. The appeal committee will include the Principal, a Board member, the Director of Support Services, and a teacher not associated with the incident. The

student will provide an oral presentation of his case as well as any other information relevant to his expulsion. After the hearing, the appeal committee will issue a determination within 24 hours. The decision made by the committee is final.

2. Human Resource Information

a. Key Leadership Roles

Westminster is dedicated to hiring only dedicated, ethical individuals who are experienced and qualified to implement the mission of the school. The individuals named below currently hold the key leadership roles and are expected to maintain them when the school opens, with the exception of Curriculum Leader, which is explained further.

Executive Director: Michael Officer

Mr. Officer has fifteen years of senior nonprofit management experience. Mr. Officer currently serves as a Senior Director at the National Urban League, where he oversees the \$15 million Department of Labor-sponsored Mature Worker Program. Previously at the D.C. Children and Youth Investment Trust Corporation, he was responsible for the portfolio of Effective Youth Development and summer programs in the District of Columbia serving over 12,000 students, with a budget of more than \$4 million. Before joining the Trust, he served as the Division Director for Community Schools and Youth Programs at the Educational Alliance, Boys and Girls Club in New York, where he managed a staff of 125 employees and a budget of \$2 million. Mr. Officer was responsible for the start-up and delivery of after-school program services to ten New York City public schools serving over 3000 students. He increased the division's budget by 40%, increased the number of children receiving scholarships by 300%, and developed a successful college readiness program, sending over 40 high school seniors to college on full or partial scholarships. Especially important to his role as Executive Director for Westminster, Mr. Officer has successfully raised over \$4 million from city, state and federal agencies as well as private foundations.

Rachelle Roberts, Principal (Full Time)

Ms. Roberts will serve as Westminster's Principal. Ms. Roberts is currently the Assistant Principal at the Community Academy Charter Public Charter School ("CAPS"), where she is providing instructional support and supervision to 12 teachers and four support staff members. Her responsibilities also include identifying, hiring and supervising all instructional staff; recruiting students; and developing curriculum and programs. Previously at CAPS, Ms. Roberts held the position of Director of Student Services (6 years), Director of Special Education (4

years) and School Social Worker (2 years). Ms. Roberts graduated from Delaware State University with a Bachelors and Masters of Arts in Social Work, as well as a Master of Arts in School Administration from Trinity University in Washington, D.C.. Ms. Roberts recently completed the New and Aspiring Leaders program at Harvard Graduate School of Education. Her background in education, school administration, coupled with her experience as an assistant principal will make her an invaluable resource to the school.

Curriculum Coordinator: To Be Hired, (Full Time)

Ms. Roberts will serve in this capacity until a curriculum coordinator is hired for the school.

Business Manager: Robert Gatewood, MBA (Part-Time)

Robert L. Gatewood is the President of Gatewood Marketing, Inc., a company that provides media, advertising, Internet and business development services to various organizations. During his long corporate career, Mr. Gatewood served in several executive positions, including general manager, marketing director, comptroller, CFO, and President and currently a consultant for the Natinoal Urban League, where he provides leadership development and organizational assistance to affiliates. Through his company, Mr. Gatewood has worked with several organizations including the Maryland International Day School in Prince George's County, Maryland and the Center for Accelerated Learning in Kernersville, North Carolina. He also handled a multi-million dollar advertising budget for nationally-known Diet-to-Go; provided marketing and consultation services for the Federal Aviation Administration's AST Conference; provided web services for media powerhouse Radio One and nationally-syndicated talk show host Joe Madison; and served the business development needs for a number of clients in many industries throughout the United States. Mr. Gatewood graduated *magna cum laude* from Livingstone College and received a Masters in Business Administration from Strayer University. He teaches marketing and Internet courses as part of Prince George's Community College's Business Owners Success Series (B.O.S.S.), and mentors business-minded students in his company's successful internship program. Mr. Gatewood will be a part-time employee and the position will be expanded to full time as the school grows.

Legal Counsel: Deidra N. Proctor, Esquire

Deidra N. Proctor is an attorney with her own practice specializing in corporate, non-profit, real estate, and civil rights law. Her law firm counsels clients on a broad range of legal issues including youth advocacy, employment matters and insurance coverage. Ms. Proctor's experience includes trial and appellate litigation matters in subjects including general corporate, employment, and administrative law. She has drafted legislation for the District of Columbia Housing Authority and has served as counsel for organizations such as the National Black Environmental Justice Network and the Alliance of Concerned Black Parents. She also served

on the litigation team for Fortune 500 companies in anti-trust litigation and for product liability class action suits pending in multiple jurisdictions. Ms. Proctor's experience also includes analyzing and reporting legislative matters for the Children's Defense Fund, The National Council of Churches, and Greenpeace USA. Before establishing her own practice in 2001, Ms. Proctor was an associate in the general litigation group of Washington, D.C.-based Swidler, Berlin, Shereff & Friedman. Ms. Proctor received her Juris Doctorate from Georgetown University Law Center.

b. Qualifications of School Staff

Westminster is committed to ensuring that staff members have significant experience and qualifications in their areas of expertise. All teaching staff will meet the standards of the No Child Left Behind Act of 2001 (NCLB) and the school will recruit professional and effective personnel to serve in administrative, instructional, instructional support, and non-instructional capacities. We believe that all of the school's employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. Employees will meet specific qualifications for employment as outlined in their job descriptions.

i. Recruitment

Our recruitment strategies will include:

- Advertising in educational journals, such as *Education Week*, and national newspapers, such as *The New York Times*, *Chicago Tribune*, *Miami Herald*, and *The Washington Post*
- Visits to local and national colleges of education
- Attending local and regional job fairs
- Posting ads with journals of professional associations, such as *Language Arts* and *Research in the Teaching of English*
- Making use of professional networks

ii. Job Descriptions

Executive Director (ED)

The Executive Director manages the operation of the school, as delegated by the Board of Trustees. He/she will develop the school's fundraising plan and, in collaboration with the Principal, will ensure that the school is part of the community. The ED will identify resources and best practices to improve school performance and efficiency and will work with the Board of Trustees to set priorities and develop a five-year strategic plan. The ED will provide supervision to the Principal and will be directly accountable to Westminster's Board of Trustees for the school's academic success, culture, financial stability, and ongoing organizational viability.

Qualification, Experience and Qualities:

- Masters Degree in Education, Administration or Social Policy
- At least ten years experience in an educational or large youth development organization serving an urban population
- Successful fundraiser with the demonstrated ability to obtain financial support from myriad sources
- Commitment to the use of data and regular assessment to inform instructional decisions
- Knowledgeable of NCLB, national and local legislation and policies

Principal

The Principal is responsible for the overall administration and management of the school. He/she will be a strong leader who will play a key role in building a strong learning environment as well as help to shape the vision, goals and direction of the school.

Qualifications, Experience and Qualities:

- Masters Degree in Education or related subject
- Previous leadership experience as a Principal, or Assistant Principal in an urban setting
- Demonstrated success in developing school programs and school culture
- Articulate and professional demeanor with a strong work ethic
- Ability to serve as instructional leader for the school

Director of Student Support Services

The role of the Director of Student Support Services is to: implement and maintain student support service programs to conform with District objectives; provide written support and/or convey information; serve as a resource to schools and other departments; maintain compliance with state and local mandates with regards to special education and ESL services; maintain adequate staffing to ensure that objectives of programs and services are achieved within budget guidelines; and provide administrative and staff assistance to Principal.

Qualifications, Experience and Qualities:

- Master's degree from an accredited college or university with major course work in education, counseling or school psychology
- Two years of successful secondary teaching/counseling experience
- Experience working in an urban school setting
- Ability to supervise a diverse workforce

Curriculum Coordinator

The curriculum coordinator is a senior level position in the school. He or she will work with the school leadership to ensure that academic standards are met. As curriculum leader, the Curriculum Coordinator will ensure that all curricula and lessons are aligned with the standards and assessments, will oversee the scope and sequence of the curriculum, and coordinate professional development for the instructional staff. The Curriculum Coordinator will work with the Principal and Director of Student Services to oversee the development of curricula, professional development, and assist with the evaluation of faculty. The Director will report to the Principal.

Qualifications, Experience and Qualities:

- Masters Degree in Education (Ph.D preferred)
- Five years of experience in a similar setting
- Outstanding leadership skills
- Ability to meet and exceed education goals for the school
- Ability to motivate staff and engage community partners

Special Education Coordinator

The job of Special Education Coordinator is for the purpose of ensuring compliance to established policies, procedures and/or regulations; and addressing other duties and processes required to maintain the schools program of services. Responsibilities include: managing the schools special education programs and services; developing related goals, objectives and recommending policies; planning, implementing and working with staff in evaluating the special education programs and services; acting as a liaison with other school staff, serving as a resource of information regarding special education programs and services; and ensuring that procedures are appropriate in relation to policies required by District and federal regulatory requirements. Significant time is required for analyzing data, planning activities, monitoring programs/services, responding to others and consulting with program personnel.

Qualifications, Experience and Qualities:

- Master's degree from an accredited college or university with major course work in special education, or related field
- Two years of successful special education teaching experience
- Experience working in an urban school setting
- Ability to supervise a diverse workforce

Business Manager

The Business Manager will provide supervision of all the non-teaching functions at the school. He or she will oversee the business aspects of the school to ensure that it is operating in a fiscally sound manner. The Business Manager will work closely with the ED and the Principal to develop an organizational budget and a strong operating system.

Qualifications, Experience and Qualities:

- Advanced Degree in Business Management, preferably a Masters in Business Administration
- At least five years related experience, with strong fiscal management background
- Sensitivity to the needs of the students
- Excellent team building skills

Teacher

Perhaps the most important role in the school is that of the teacher. Westminster will develop a rigorous hiring system to ensure that teachers are qualified and able to meet NCLB standards. All teaching staff will be required to participate in Westminster's bi-weekly professional development, and will receive mentoring and support under the supervision of the Curriculum Coordinator and Principal.

Qualifications, Experience and Qualities:

- Bachelors Degree in Education or related subject (Masters preferred)
- Demonstrated superior classroom management
- Experience working in underserved and challenging communities
- Proficiency in the curriculum and materials in the area of specialization
- Praxis certification in applicable grade level and subject area
- Possess the maturity and professional stability to work in a start up
- Ability to interact professionally with parents
- Ability to work well as part of a team
- Intelligent, honest, and hard working.

Special Education Teacher

The role of the special education teacher is similar to that of the teacher with the following exceptions: he/she must assume responsibility for achieving Individual Education Plan (IEP) goals; provide special education instruction to students and work one-on-one and in small groups; monitor Behavior Intervention Plans (BIP); provide accommodation/modification support; maintain positive communication with parents/caregivers regarding student progress.

Qualifications, Experience and Qualities:

- Bachelor's Degree in Special Education (Masters preferred)
- Experience working in underserved and challenging communities
- Proficiency in curriculum and materials in the area of specialization
- Possess Praxis II certification in special education
- Ability to balance multiple roles and competing demands
- Possess the maturity and personal stability to work in a start up
- Ability to interact professionally with parents

Parent Coordinator

The Parent Coordinator will work under the supervision of the Principal to improve and increase parent/family and community involvement in the school. He/she will also provide information in order to encourage communication with parents/families in the community.

Qualification, Experience and Qualities:

- A minimum of an Associate Degree is preferable. Will substitute qualifications for significant experience and personal qualities
- Ability to be diplomatic and be a good listener
- Ability to determine how parents can play a useful and appropriate role in their child's education.
- Ability to be fair, respectful and firm.

iii. Background Checks

All administrative, instructional, and non-instructional staff will be required to undergo a national and local criminal background check prior to joining the school. Volunteers will also be required to undergo the same background checks prior to offering their services to the school. Westminster will retain an agency to handle background checks.

c. Staffing Plan

Westminster's staffing plan will cover academic, administrative, and student support needs, as well as contracted security, custodial, and food services, as illustrated in the table below. In the early years of operation fewer staff will be required but as the school adds additional grades, Westminster will hire additional staff to meet the educational needs of the students and to provide adequate operational support.

Westminster Leadership Public Charter School - Years 1-5 Staffing					
Position	SY12-13	SY13-14	SY14-15	SY15-16	SY16-17
	Grades 5-6	Grades 5-7	Grades 5-8	Grades 5-9	Grades 5-10
ACADEMIC STAFF					
Curriculum Coordinator	0	1	1	1	1
Classroom Teachers	5	9	13	17	21
Teacher Assistants	0	1	2	3	4
Special Ed. Teacher	2	3	4	6	8
Supplementary Teachers (PE, Dance, Art,.)	0.5	0.5	1	2	3
Math/Science	0	1	1	1	1
Substitute Teachers	0	1	1	1	1
ADMINISTRATIVE STAFF					
Executive Director	0.25	0.5	1	1	1
Principal	1	1	1	1	1
Business Manager	0.5	1	1	1	1
Technology Coordinator	0.25	0.5	0.5	0.5	0.5
Bookkeeper	0.25	0.5	1	1	1
Director of Support Services	1	1	1	1	1
Special Education Coordinator	0	0	1	1	1
Administrative Assistant	1	1	1	1	1
Receptionist	0	0.5	1	1	1
Community Relations	0	0	0.5	1	1
Director of Operations	0	0	1	1	1
Facilities Manager	0	0	0.5	1	1
STUDENT SERVICES					
Parent Coordinator	0.5	0.5	0.5	0.5	0.5
Psychologist/Counselor		1	1	1	1
Research Data Analyst	0.25	0.25	0.5	0.5	0.5
CONTRACT SERVICES					
Security	1	1	2	3	3
Custodian	0.5	0.5	1	1	1
Food Server	2	2	3	3	3
Grant Writer	0.5	0.5	1	1	1
Nurse	0.5	0.5	0.5	0.5	0.5
TOTAL STAFF	17	28.75	43	53	61
TOTAL STUDENTS	100	180	260	340	420

Westminster will have approximately 61 employees after five years of operation providing that we accomplish 90% of our enrollment target. The figure will increase or decrease depending on enrollment. The core teaching staff will be supplemented by specialist teachers

who will provide foreign language instruction, arts, and music. Westminster will serve approximately 420 students by its fifth year (ultimately 700 students at full capacity through 12th grade) and will seek additional funding from private foundations in order to hire additional supplemental staff, which will improve our ratios.

Teaching staff will meet weekly in small groups to engage in specific activities designed to improve their professional development. Study groups might include math instruction, science instruction, and adolescent development. Teachers will also meet weekly to discuss students' strengths and weaknesses. These meetings will include social workers, school psychologists and counselors. Finally, teachers will meet bi-monthly for professional development and joint planning sessions. As the school expands, these gatherings will be broken up into clusters according to grades taught and will serve to foster greater communication among faculty members and encourage a collaborative teaching environment.

d. Employment Policies

i. Hiring

Westminster is committed to hiring candidates of high quality who are committed to the mission and students of our school. An ad hoc committee of the Board of Trustees will develop the personnel manual in the Spring of 2012 which will include specific hiring (and firing) policies. The school will conduct background checks on all employees to be completed, with copies in personnel files before the opening of school. Westminster will also verify legal immigration status of all employees and have a completed I-9 form for the Immigration and Naturalization Service on file. Westminster will employ teachers for one school year at a time. After the first year, teachers will be invited to return for the next school year, and will be expected to make a commitment by April, which will provide adequate time to fill unexpected vacancies for the subsequent year.

ii. Equal Opportunity and Drug Free Workplace

Westminster will be an equal opportunity employer and as such will provide equal opportunity to its employees and applicants for employment without regard to race, gender, color, creed, sexual orientation, national origin, age, marital status, pregnancy or any other area prohibited by District or federal law. Our policy also prohibits employees from harassing other employees for any of the above-mentioned reasons. Westminster will also implement a strict drug-free workplace policy. Any employee in violation of this policy is subject to disciplinary action, which might include suspension or termination.

iii. Salaries

Westminster is committed to recruiting and retaining highly qualified teaching staff, and will offer an attractive compensation package to reflect this commitment. The average salary for DCPS teachers is \$53,184, which is the 5th highest in the nation. Our teachers will be

compensated at the same level as their DCPS counterparts and others in the region, including benefits, re-signing bonuses, professional development and other incentives. Westminster will also offer annual cost of living increases to all staff members and will provide additional increases based on outstanding performance evaluations.

iv. Benefits

Westminster will offer a comprehensive Employee Benefit Program for its employees and their families. Our program is designed with the philosophy that our employees are our most valuable asset. For this reason, we will provide all employees with the most comprehensive and cost-effective benefits available.

Westminster will offer a wide range of group-sponsored benefits such as Medical, (including Dental discounts, Prescription Drug and Vision), Dental, Vision, Term Life/AD&D, Voluntary Life/AD&D, Voluntary Dependent Life, Short-Term Disability, Long-Term Disability, and an Employee Assistance Program. In addition, we will offer a 403(b) Retirement Plan. Former DCPS teachers who choose to remain in the District of Columbia Employees Retirement System will receive contributions through payroll deduction at the rate that is current and the school will comply with all agreements as outlined in the Memorandum of Agreement Concerning Eligible Public Charter School Employee's Participation in the District of Columbia Employees Retirement System.

v. Evaluations and Dismissal of Staff

In the year of planning between the charter and start-up of the school, Westminster will adopt comprehensive human resource policies and procedures. Based on our research, visits to charter schools in the area and meetings with human resource consultants, we have outlined below how we will conduct employee evaluations at the school.

In the spring of 2012, Westminster will establish an ad hoc committee of board members to develop a personnel manual which will outline Westminster's hiring and firing policy, how evaluations are conducted, salaries, benefits and all matters relating to staffing. The committee will consult with human resource experts and review other charter schools handling or personnel matters to help in developing the policy. By March 30, 2011, the first draft of the manual will be presented to the Board for review, after which it will be revised and re-submitted to the Board of Trustees for approval in May 2012.

Westminster will use a combination of formal and informal assessments to evaluate its teachers to ensure that they are meeting required expectations. At the beginning of the school year all teaching staff will complete an individual assessment plan (IAP) outlining goals, identifying measures and setting benchmarks for the upcoming school year. Teachers will receive feedback based on meeting the benchmark and goals. Successful achievement of these

goals will be worth 50% of their total assessment for the year. At three intervals during the academic year, the teacher and Curriculum Coordinator will review the IAP to identify challenges and areas of concern. Teachers will receive the other 50% of their rating based on effective planning and instruction and on the academic performance of their students at the end of the year.

Westminster will assess teachers based on the following: (1) classroom environment; (2) teaching technique; (3) motivation of students; and (4) class management. Following the observation, teachers will meet with the Principal or the Curriculum Coordinator to discuss the outcome and receive feedback and comments.

As part of our effort to create an effective learning community, Westminster will schedule three forums for teacher feedback and involvement. There will be one mandatory school meeting during the week where goals, targets, expectations and updates are shared by the leadership and teaching faculty. Additionally, there will be one teacher-driven meeting, where teachers will be able to share ideas on effective teaching strategies. At these meetings teachers will be recognized for outstanding work with rewards and acknowledgements.

The Executive Director will be evaluated by the Principal and other members of Administrative Team based on his/her ability to meet and exceed key performance areas: (1) ability to motivate staff; (2) instructional support provided to faculty; and (3) student performance/improvement. The Chief Executive Office will also be assessed on his/her ability to introduce and implement school-wide programs and departmental initiatives resulting in improved staff and student performance.

The Principal will be assessed by the Executive Director on the successful attainment of goals set at the beginning of the school year. These include ensuring that students make academic progress and the Mission Accomplishment Plan is met. The Principal will be assessed on the effectiveness of his/her leadership in improving student performance, and his/her effectiveness in meeting the accountability plan of the school. Other areas of the assessment will include: (1) communication with external stakeholders; (2) implementation of board decisions; (3) reducing staff turnover; (4) engaging the community as a partner in student performance; and (5) crisis management. The Principal will also attend the accountability committee meetings of the Board of Trustees.

The Executive Director will be evaluated by the Board of Trustees and will be assessed on successfully meeting performance standards, which will include: (1) financial management; (2) fundraising; (3) motivation of staff; (4) team building skills; (5) accountability plan; and (6) ensuring that the mission of the school is central to the culture of the school. The Executive Director will also be assessed on the academic performance (or improvement) of the student population.

Westminster will use assessments to also evaluate all leadership and support staff not mentioned. The type of assessment will depend on the nature of the position held. Assessments will be conducted twice per year in accordance with our proposed human resource policy.

All employment at Westminster is at-will unless the school and employee agree to a specified period of employment. An at-will employee can be terminated at any time with or without cause, with or without notice.

e. Use of Volunteers

Volunteers will be recruited to provide enrichment activities to our student population. Westminster will reach out to the business community, retired teachers, graduate students and skilled professionals to assist with such activities as tutoring, entrepreneurship workshops, leadership clubs and career planning. All volunteers will be subject to a criminal background check and will be required to attend a three-part orientation, covering such issues as identifying abuse, discipline, and the school's mission, vision, and expectations. Volunteers will participate in youth development training.

3. Arrangements for Meeting District and Federal Requirements
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a. Health and Safety

Westminster will ensure that all students meet the immunization requirements of the District of Columbia, consistent with the requirements of DCPS. Examples of the immunization required include measles, rubella, poliomyelitis, tetanus, and mumps, to name a few. Failure to meet these requirements will prevent students from completing the enrollment process but parents and guardians will be provided with a list of public health clinics to receive the necessary immunizations if they do not have health insurance.

Westminster will adhere to all applicable health and safety laws and regulations as required by the D.C. School Reform Act. Staff will be trained in First Aid and CPR to maintain the health and safety of the students and staff. Due to enrollment, we will retain the services of a part-time nurse from the Department of Health and Children's Hospital; however, the school will pursue additional funds from grants to maintain a full time nurse. The school will comply with all periodic or requested inspections by government officials to ensure the school's compliance with health and safety laws and regulations.

b. Building Safety and Fire Codes

Westminster will operate in full compliance with ADA, and will ensure that the facility meets the required fire code standards stated in the District of Columbia Fire Prevention Code. Westminster will also inspect the building regularly to ensure continuous compliance.

c. Transportation

Westminster will not provide regular transportation to our students but will provide a list of bus schedules. Parents will be notified of their eligibility for reduced fares on the Metrobus

and Metrorail Transit System. Westminster will provide transportation to special events and trips for our students. Westminster will only engage the services of reputable transportation companies to ensure that these providers have the necessary insurance coverage. Students with special needs will receive special accommodation.

d. Enrollment Data

Westminster will maintain accurate enrollment and attendance records for all students. Attendance will be recorded on a daily basis. The school will compile records of this information and provide copies to the appropriate authorities as required, in accordance with §2204(c)(12) of the D.C. School Reform Act. Attendance will be recorded daily and entered into a data management system, while paper copies will be stored in a secure area.

e. Maintenance and Dissemination of Student Records

Westminster will utilize a comprehensive computerized database of student records (Power-School). This system will be used for internal purposes, as well as to record and report student information in accordance with the District of Columbia School Reform Act, Parts A, B, and D, and other applicable laws, including D.C. Code §31-401 *et seq.* (Compulsory School Attendance); D.C. Code §31-501 *et seq.* (Immunization of School Students); DC Code §31-601 *et seq.* (Tuition of Nonresidents); D.C. Code §29-501 *et seq.* (Non-Profit Corporations). Westminster will also maintain a backup server to store this information. All paper files will be stored in a secure area. Parents or legal guardians must sign a release statement in order for the school to provide information about the student.

f. Compulsory Attendance Laws

Westminster will comply with compulsory attendance laws of the District of Columbia and will ensure that attendance is accurately collected and maintained. Our student support services will reach out to parents and families when patterns of absenteeism are identified.

g. Subchapter B, IDEIA and Section 504 of Rehabilitation Act

Westminster will comply with both statutes, and will ensure that adequate accommodations are made to ensure that students succeed. Westminster will abide by all federal regulations concerning special education. In addition we will consult with the psychologist, special education professionals, and legal experts who are thoroughly familiar with the requirements of federal law pertaining to students with special needs. The school will also consult with them upon developing the special education program to make certain that the school is in compliance in all relevant areas.

h. Title I

It is expected that Westminster will qualify for Title I funding. These funds will be used for incentive academic support programs within the school to ensure that our students meet their

full potential. Further, professional development and staff training will be provided for staff working with these students.

i. Compliance with Federal and Local Civil Rights Statutes

Westminster will comply with all District of Columbia and Federal statutes/regulations relating to civil rights protection. No student or staff will be denied an education or employment based on their ethnic origin, nationality, sexuality, disability and any other areas listed in these statutes and regulations. Other federal statutes that protect both students and staff include: Civil Rights Act of 1968, Age Discrimination Act of 1975, Pregnancy Discrimination Act of 1974, Americans with Disability Act of 1990, Employment Non-Discrimination Act, Family and Medical Leave Act of 1993. Westminster will comply with all of these statutes.

j. Other Statutes That Apply to Our Application

Westminster will comply with any other current or future federal legislation or applicable District codes related to operating the school to ensure the safety of our students and staff.

4. Implementation of the Charter

a. Timetable and Tasks for Implementation of Charter

		05/11 - 08/11	09/11 - 12/11	1/12 - 04/12	05/12 - 08/12
Pre-Approval Tasks	Started				
A. Accountability					
Develop 1 & 5 year academic and non-academic goals and outcomes	x				
Identify data collection needs & reporting requirements	x				
Research and choose software to manage student records	x				
B. Admissions					
Complete design of application form packet			x		
Define student application period	x				
Develop equitable lottery for selecting students if apps. exceed seats		x	x		
Research best practices, discuss and develop parent handbook			x		
C. Marketing & Recruitment					
Develop briefs about school design and curriculum		x			
Hold series of meetings with key community stakeholders and leaders	x				
Implement community outreach strategy & initiate dissemination of informational materials		x			

	Started	05/11 - 08/11	09/11 - 12/11	1/12 - 04/12	05/12 - 08/12
Initiate design of school brochures and other marketing collateral (Print upon approval)		x			
D. Development					
Apply for private, corporate, foundation and govt. grants		x			
E. Facilities					
Identify and select a school site/facility				x	x
Ensure facility meets school's occupancy requirements				x	x
Complete lease negotiation and signing					x
Schedule all relevant facility inspections (e.g. fire, etc)					x
Obtain building occupancy permits as needed					x
F. Personnel					
Develop personnel policies and procedures manual			x		
Review examples of employee handbooks and initiate development of one for school			x		
Determine staffing needs, including special education, multilingual and additional services as needed		x			
Design school's employment applications			x	x	
Develop job descriptions and timeline for hiring faculty & staff			x	x	
Design school's employment contracts			x	x	
Contact DC police about background check procedures			x		
POST APPROVAL ACTIVITIES					
A. Accountability					
Acquire student, staff, and school assessment instruments (academic and non-academic)			x		
Design satisfaction survey and measurements			x	x	
Purchase software for managing student personnel and financial information				x	
Finalize student records templates				x	
B. Admissions					
Initiate admissions process by accepting student applications and acknowledging receipt				x	x
Enter application information into student information system				x	x
Conduct lottery and establish wait list (if applicable)					x
Send confirmations of admission and/or waitlist status, notify parents of deadline for completing admission					x
Initiate student registration, use checklist to ensure receipt of all required information due from parents					x
Make sure parents receive all information (calendar, parent handbook, etc)					x

	Started	05/11 - 08/11	09/11 - 12/11	1/12 - 04/12	05/12 - 08/12
If necessary, move applicants from waitlist status and continue registration until full enrollment is achieved					X
Conduct parent and student orientation					X
Establish system for recording and compiling enrollment and attendance information					X
C. Board of Trustees Organization and Procedures					
Finalize Board Membership					X
Orientation and training new Board members re: school issues				X	
Hold first Board retreat				X	
- Role and Function				X	
- Relationship to School Director, School Advisory Council, and Community Advisory Group					X
- Governance Model: decision making methods, meeting and committee structure					X
Finalize by-laws, governance document	X				
D. Marketing & Recruiting					
Issue release announcing planned school and opening date				X	
Initiate recruitment process to hire faculty and staff				X	X
Hold open houses & community/parent forums				X	X
Initiate advertising, distribute literature and promote school in targeted neighborhoods				X	
Develop and implement strategy to elicit parent and community and college student volunteers				X	
E. Development					
Refine fundraising strategy and long term funding plan		X			
Continue to research and apply for various grants		X	X	X	X
F. Educational Program Development					
Hold summer training institute for faculty and staff					X
Develop plans for after school, enrichment and summer					X
G. Facilities					
Complete all inspections (fire, health, lead,)					X
Obtain certificate of occupancy					X
Acquire furniture and materials					X
Manage installation of communications					X
Install school's hardware and software					X
Move in furniture, organize classrooms, office, activity centers, meeting and other space					X
Finalize facility prep via punch list of identified needs					X
Hire custodian					X

		05/11 - 08/11	09/11 - 12/11	1/12 - 04/12	05/12 - 08/12
	Started				
H. Financial Management					
Establish school bank accounts & banking relationship	x				
Develop financial management systems, policies, and establish internal controls				x	
Obtain insurance policies				x	
Establish (or use 3rd party) a payroll system					x
Implement internal accounting, expenditures vs. budget monitoring and financial reporting procedures				x	
Acquire software for managing finances and generating all required financial reports (monthly, annual, etc)	x				
Select independent auditor certified as CPA in DC				x	
I. Food Services					
Ensure facility meets any food service requirements				x	
Select food services vendor				x	x
Ensure multiple staff members acquire safe food handler certification					x
J. School Governance					
Finalize Board of Trustees					
Set up School Advisory Council					x
Set up Community Advisory Group					x
K. Health & Safety					
Have parents complete medical information forms					x
Check forms to ensure they are filled out completely, conduct follow-up as necessary					x
Establish policy for addressing noncompliance by parents to ensure school receives all medical and health information as required					x
Ensure all staff receives First Aid and CPR certification					x
Establish fire evacuation routes, fire drill procedures and a schedule of fire drills					x
Orient families and staff on code of conduct, behavior requirements, and disciplinary policies					x
Update risk management plan for emergencies/disasters					x
Review emergency/disaster plan with staff & families					x
L. Legal & Organizational					
Receive approval of charter petition		x			
Negotiate and sign contract with chartering authority		x			
File application for IRS 501 (c) (3) status	x				
File application for state tax exempt status	x				

	Started	05/11 - 08/11	09/11 - 12/11	1/12 - 04/12	05/12 - 08/12
M. Parent Involvement					
Interview parents		x	x	x	x
Carry out process for choosing parent trustees on Board				x	x
N. Procurement					
Order and manage receipt of textbooks and other instructional materials				x	x
Order and manage receipt of desks, furniture, and classroom equipment				x	x
Order and manage receipt of office equipment and supplies					x
Order and manage receipt of computers, software, etc.					x
Order and manage receipt of kitchen, recreational and other necessary equipment and supplies					x
O. Special Education					
Obtain any existing special education records, including IEP's, any entering student may have					x
Identify students requiring IEP's					x
Create SPED record keeping process, records to be held in locked cabinet to ensure confidentiality					x
Hire full time special education staff					x
Develop a description of the school's special education program and service delivery approach for parents and external entities (e.g. DCPCSB)					x
Establish pre-referral and referral process for students with special needs					x
P. Personnel					
Finalize personnel policies, procedures & handbook				x	
Develop professional development plan for the year, including pre-opening training during the summer				x	x
Advertise staff openings, conduct interviews; hire staff				x	x
Have employment contracts and acknowledgement of having read handbook signed by employees and on file					x
Finalize salary scale/compensation plan				x	x
Conduct background checks as required					x
Create personnel files					x
Assign classrooms and distribute curricular materials, furniture and supplies					x
Conduct employee orientation and pre-opening professional development activities					x
Establish staff evaluation policies and forms					x
Distribute class lists and relevant student records to teachers					x

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

As part of our comprehensive technology plan, Westminster will maintain a current and accurate data reporting system. The technology plan will identify a performance and data management system which will enable the school to enter and store attendance, homework assignments, lesson plans, grades, and student contact information. Faculty will enter student grades on a daily basis. Other (non-academic) information will also be entered into the system in a timely manner. Parents will have access to the system and will be able to monitor their child's progress and communicate directly with faculty members. Data gathered will be used to generate reports to the D.C. Public Charter School Board and other funding sources. Dr. Carol Strickland, an expert in research and data management, and a member of our founding team will oversee the reporting of student performance to the PCSB and other external fundraising sources.

Westminster will create a comprehensive human resources system through ADP or a similar vendor. All employees will have access to their personnel record to review their performance evaluation and accrued vacation and sickness benefits. They can also request to change their contact information.

c. Major Contracts Planned

Services	Possible	Cost
Text books	Glencoe Science Series	\$40,000
	Glencoe Social Studies Series	
Food Service	TBD	\$60,000
IT Support	Dynamic Solutions	\$25,000

d. Orientation of Parents, Teachers and Other Community Members

Throughout the enrollment and registration process, parents will receive information on the school's mission and policies. A week prior to the start of the school year, parents will be invited to a mandatory "meet the staff" orientation evening. At this event they will get the chance to meet with their child's teacher and learn about the school's mission and expectations of them. At the conclusion of the evening they will receive a Student and Parent Handbook which will outline the mutual expectations, disciplinary policy, emergency plan, volunteer opportunities, and schedules for parent-teacher meetings. All parents will be required to sign a receipt that they received the book.

In the second week of the school year, Westminster will host a “back to school” event for parents and students. Parents will be acclimatized to the school and the child will be adjusting to the setting. Parents will receive feedback on how their child is progressing and areas of concern will be discussed. Parent and child will be able to select from a number of after-school activities, some of which will be provided by outside providers. Finally, all parents will be invited to contact the school and meet with staff to discuss any area(s) of concern.

Westminster will remind all families of the school’s Parent Teacher Association. The school will play a role in the startup of the Association but thereafter will not play a role. This Association will play an active role in the school community and will provide parent feedback to the Board of Trustees. Two parents from the Parent Association will be nominated to sit on Westminster’s Board of Trustees to represent the needs of the parents.

i. Staff Orientation

All staff will be required to attend a three-week orientation prior to the start of the school year, including a one-day Advancing Youth Development (AYD) training conducted by a consultant. During the orientation there will be workshops and training sessions on such areas as school mission, policy and procedures, identifying abuse and strategies to engage parents. Staff members will also go over the student and parent handbook. New teachers and recent college graduates will participate in professional development training for an additional two days to ensure that they are prepared for the challenges of the upcoming year.

ii. Community Orientation

The community will be invited to several “open houses” during the spring recruitment period, during summer planning, and after the school is open. At these open houses, community residents will receive a tour of the facility and speak to members of staff about areas of concern or interest. Westminster will allow community partners to use our space when not in use. Community residents and organizations will be invited to school events, such as plays, concerts, and sporting events.

e. Services Sought from the District of Columbia Public Schools

Westminster will not require services from DCPS.

D. MISSION ACCOMPLISHMENT PLAN

1. Goals Against Which the School's Success Will Be Judged

The goals of Westminster Leadership Public Charter School ("Westminster") are based on the school's mission to develop leaders who are healthy, caring, thoughtful, and well prepared for further education and work, in a place where family, school, and the community are partners that provide support and opportunity to all students. We will accomplish this by engaging students in a rigorous academic program that includes attention to social-emotional, ethical, and healthy physical development. Upon graduation, we expect our students to be physically, emotionally, and academically sound; technologically knowledgeable; and well-prepared with habits of work and mind that will lead them to success in their subsequent education, career, and life.

This Mission Accomplishment Plan will be a living document that serves as a guide to indicate how well we are achieving our unique mission-specific goals as set forth in the MAP Table, which sets both 1-year and 5-year goals for our students. As indicated, we will measure the success of our endeavor through student progress and student achievement goals set by the D.C. Public Charter School Board (PCSB) and gateway indicators as measured by the DC CAS, DC BAS, and other assessments. Data on leading indicators, such as attendance, high school credits, graduation rates, and college acceptance will be analyzed from records collected and stored in the school's database. Information about the non-academic sectors of the school (financial, governance, and compliance) will be provided to the PCSB as required.

Westminster's academic goals, as initially set forth in the Educational Plan, are for our students to be critical thinkers; to be excellent readers, writers, and speakers of English; to attain proficiency in mathematics and science; to be capable of conducting independent research and study; to appreciate the arts and use them for expression; and to integrate technology resources for diverse purposes. We also expect our students to be socially prepared to form healthy meaningful relationships; develop appropriate inter-personal skills that help them to work collaboratively and resolve conflicts; become involved in service projects and community-based projects; and develop the characteristics of good leaders and good citizenship. These goals are set out more fully in the Mission Accomplishment Plan chart that immediately follows these narrative responses.

These mission-specific measures, which give attention to the development of the intellectual, social-emotional, ethical, and physical aspects of the individual, will not only strengthen student academic achievement, but also result in socially and culturally competent youth leaders.

2. Assessment Measures

While the measures for 80% of the Performance Management Framework will be determined by the PCSB, Westminster will also have its internal measures (which will be aligned with and, in some cases exceed, the PCSB requirements).

a. Assessment Tools & Baseline Measures

Upon enrollment, each student will be assessed with the Westminster Benchmark Assessment Tool. This tool consists of three short measures that determine a student's current level of performance in reading, math, and social emotional functioning. We will use either AIMSweb or PLATO Learning Assessment tools to gauge reading, and math levels for each student at entry and to assess progress quarterly.

For each student, we will use the Behavior Assessment System for Children-2 (BASC-2) checklist to determine the student's level of social-emotional functioning. These measures will aid in developing each student's Individual Learning Plan (ILP) and determining what, if any, supports the student will need to ensure academic and behavioral success. We will also consider previous test scores, report cards, and other data available upon entry in developing the ILP.

b. Comparison of Data & Other Analyses

Westminster will conduct yearly comparisons of DC CAS scores and student attendance with other DCPS and Public Charter Schools. We will also make internal longitudinal comparisons of achievement scores by grade level, gender, special education status, English Language Learner status, and other significant variables.

Analysis will also include the National Assessment of Educational Progress (NAEP), measures of parent participation, staff satisfaction, student feedback, and Board feedback as well as student achievement (overall and by grade), classroom, gender, and additional demographic variables, as needed. Teachers will also track student progress in all subject areas through frequent formative assessments and will use that data to guide instruction. The Research and Data Team will further aid teachers in developing a yearly analysis of individual student progress for use in planning for subsequent years.

c. Display of Results

Yearly test results and student accomplishments will be electronically available to parents and administrators and will be displayed and presented to parents and the community by such means as poster displays, a newsletter, a community presentation, and press releases, as needed. In addition, the PCSB makes all Annual Yearly Progress information available to the public on its website.

d. Evaluation and Assessment Planning Team

Westminster's Research and Data Team will consist of the Principal, Data and Research

Analyst, Director of Student Support Services, School Psychologist, Curriculum Specialist, and Lead Teacher. Each individual brings special expertise that will allow evaluation and assessment planning to be coordinated across content areas and grade levels, taking into account the needs of students with special educational needs and English Language Learners. The team will ensure that staff are able to use the data to inform planning throughout the school, through professional development and support in analysis and interpretation.

The Research and Data Team will be led by the Data and Research Analyst. This position will be filled initially by Carol Sills Strickland, Ed.D. Dr. Strickland earned her doctorate from Harvard's Graduate School of Education and brings 20 years of experience to this work, with a focus on youth development and leadership, school-family-community partnerships that support student achievement, high quality teaching, school improvement, data-driven decision-making, and service on two school Boards of Trustees. She is currently an independent consultant researching best practices in teacher and youth development programs, and evaluating youth programs. Dr. Strickland is the former Director of Research & Evaluation at the D.C. Children & Youth Investment Trust Corporation.

3. Performance Indicators

At Westminster, we have an uncompromising focus on data and instruction. Our assessment plan acknowledges that testing is the most obvious source of data for measuring student performance. The resulting objective data is utilized to determine the strengths and weaknesses of individual students, grade levels, and the school as a whole. In addition, the results derived from the data help us make informed decisions. As set forth more fully in the MAP chart, Westminster has determined the performance indicators that allow teachers and administrators to chart our students' growth. The proficiency information is set forth in the chart as well.

Our internally-developed assessment tool is the Individual Learning Plan (ILP), which is tailored to each student's needs upon admission. The first step in the ILP process is to collect a school's historical data for each student, which includes the results of any standardized tests taken. We will then administer the Westminster Benchmark Assessment Tool (WBAT) designed to measure academic and behavioral screeners. This benchmark assessment will be administered three times a year – upon admission, in January, and in March. Our research and data team members are responsible for facilitating this process. The team will ensure that all students move towards proficiency, with modifications to ILPs that support adequate growth for those students who are not proficient in reading and math by the end of the school year for Westminster's middle school students. For our high school students, the ILP further charts student performance on state-required assessments for 10th graders; tracks college-readiness as determined by coursework that meets the standards for college admission; and ensures exposure to professional and community leadership opportunities. Appropriate grade level indicators are based on DCPS standards, norm-referenced national tests, curriculum based assessments, and universal screening measures.

Westminster will adhere to performance indicators mandated by the PCSB. In addition, our faculty and administrators will continually update performance indicators through our ILPs.

4. Collection, Storage, and Reporting of Data

The overwhelming majority of data will be collected, as noted in the table below, in web-based student information systems called PowerSchool and PowerTeacher. All data will be subject to strict security whether in electronic or paper form, with password protection for web-based data and administrator oversight of student files.

Type of Data	When Collected	Where Stored	Who Has Access	Who Receives Reports
Westminster Benchmark Assessment Tool (WBAT)	Three times per year - August, January, March	PowerSchool	Research & Data Team	Administrators, Teachers
English Language Placement WIDA ACCESS Placement Test (ELL)	Upon Enrollment	PowerSchool, Internal Database	Administrators, ELL Teachers, Teachers	Administrators, ELL Teachers, Teachers
Previous School Record (health screenings, report card, testing data)	Upon Enrollment	PowerSchool, Internal Database	Administrators	Administrators
Individual Learning Plan	Drafted upon enrollment; updated four times per year by teachers	Internal Database; PowerSchool, PowerTeacher	Parents, Students, Advisors, Research & Data Team	Administrators
Completion of Assignments (homework and classwork)	Teachers collect daily	PowerSchool, PowerTeacher, Internal Database	Teachers, Students, Parents	Administrators, Parents
Term Progress Reports	4 times per year	PowerSchool, PowerTeacher	Teachers, Parents, Students	Administrators, Parents
Report Cards	4 times per year	PowerSchool, PowerTeacher,	Teachers, Research & Data Team	Administrators, Parents

Behavior Infraction Reports	As needed	Internal Database, PowerTeacher	Teachers, School Psychologist, Dir. of Student Support	Administrators, Parents
Results from DC CAS	July (or when available)	PowerSchool	Teachers, Parents, PCSB, Research & Data Team	Administrators, Teachers, Parents, Community, PCSB
Results from DC BAS	September, November, January, March	PowerSchool	Teachers, Parents, PCSB, Research & Data Team	Administrators, Teachers, Parents, PCSB
Expectation & Satisfaction survey (from parents, students, and staff)	August, June	Internal Database	Teachers, Administrators	Parents, Community

5. Timeline for Implementation

As set forth more fully in the Mission Accomplishment Plan Chart, Westminster intends to track the progress of students, staff, parents, and the Board of Trustees on an ongoing basis using both data and observations. In addition to the goal-specific benchmarks set forth in the table, we will also adhere to the following schedule for implementing the Mission Accomplishment Plan:

Task	Accomplishment Date
Review of Mission Accomplishment Plan drafted for application. Board of Trustees and staff will revise as necessary.	September 2011
Evaluate the processes used to track Plan progress, including responsible team members, software used to store data, and methods of dissemination.	December 2011
Acquire student, staff, and school assessment instruments (academic and non-academic)	December 2011
Determine annual reporting schedule of Plan results and progress to PCSB, Board of Trustees, staff, parents, and the community at-large.	January 2012

Extensive review of Plan for high school students and staff, in preparation for first year of Westminster's 9th – 12th grades.	Annually: January (2014 – 2018)
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The implementation timeline reflects Westminster's plan to add an additional grade to our school each year, culminating with Westminster's first class of high school graduates in 2019. The timeline set forth above accounts for the significant planning required annually prior to the enrollment of each new grade level and the resulting increases in staffing, student enrollment, and parent participation. We anticipate holding planning sessions in January of each year with the requisite professional development and training occurring in the summer months prior to each new academic year. These sessions will ensure that Westminster's course offerings (including electives) provide students with both fundamental and innovative classes that prepare every student for college-level work.

Pre-Opening Expenses, v2.1

Westminster PCS

SY11-12	
DRIVERS	
Students	-
REVENUE	
04 · Per-Pupil Revenue	-
05 · Other Public Revenue	180,000
06 · Private Revenue	-
TOTAL INCOME	180,000
ORDINARY EXPENSE	
07 · Staff-Related Expense	118,150
08 · Occupancy Expense	-
09 · Additional Expense	17,500
9900 · Unforeseen expenses	1,025
TOTAL EXPENSE	136,675
NET ORDINARY INCOME	43,325
11 · Depreciation	-
12 · Interest	-
NET INCOME	43,325
ADDITIONAL CASH FLOW ADJUSTMENTS	
Plus Depreciation	-
(Incr) / Decr in Accounts Receivable	-
(Incr) / Decr in Other Current Assets	-
(Incr) / Decr in Net Fixed Assets	(3,000)
Incr / (Decr) in Current Liabilities	-
Incr / (Decr) in Long-Term Liabilities	-
Incr / (Decr) in Restricted Net Assets	-
TOTAL ADJUSTMENTS	(3,000)
NET CASH FLOW	40,325
CASH BALANCE	
Beginning Cash Balance	-
Change in Cash	40,325
END CASH BALANCE	40,325

DESCRIPTION		BUDGETED AMOUNTS		
		Column A	Column B	Column C
		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source
REVENUES				
1	Per Pupil Charter Payments	1,085,581		1,085,581
2	Per Pupil Facilities Allowance	300,000		300,000
3	Federal Entitlements	350,000		350,000
4	Other Government Funding/Grants	46,768		46,768
5	Total Public Funding	1,782,349		1,782,349
6	Private Grants and Donations	-		0
7	Activity Fees	-		0
8	Loans	-		0
9	Other Income (please describe in footnote)	40,982		40,982
10	Total Non-Public Funding	40,982		40,982
11	EMO Management Fee (= line 73, col. G)			0
12				
13				
14	TOTAL REVENUES	\$1,823,331		

		501(c)3 School Applicant	Education Management Organization	Combined Total
EXPENSES				
<i>Personnel Salaries and Benefits</i>				
15	Principal/Executive Salary	102,500		102,500
16	Teachers Salaries	282,173		282,173
17	Teacher Aides/Assistance Salaries	0		0
18	Other Education Professionals Salaries	185,000		185,000
19	Business/Operations Salaries	55,000		55,000
20	Clerical Salaries	45,000		45,000
21	Custodial Salaries	11,250		11,250
22	Other Staff Salaries	77,500		77,500
23	Employee Benefits	134,951		134,951
24	Contracted Staff	109,950		109,950
25	Staff Development Costs	21,943		21,943
26				0
27	Subtotal: Personnel Costs	\$1,025,267	\$0	1,025,267
28				
29	<i>Direct Student Costs</i>			
30	Textbooks	30,000		30,000
31	Student Supplies and Materials	22,000		22,000
32	Library and Media Center Materials	5,000		5,000
33	Computers and Materials	13,500		13,500
34	Other Instructional Equipment	0		0
35	Classroom Furnishings and Supplies	40,000		40,000
36	Student Assessment Materials	7,500		7,500
37	Contracted Student Services	40,000		40,000
38	Miscellaneous Student Costs	27,500		27,500
39				

40	Subtotal: Direct Student Costs	<u>\$185,500</u>	<u>\$0</u>	<u>185,500</u>
41				
42	Occupancy Expenses			
43	Rent	150,990		150,990
44	Mortgage Principal Payments	0		0
45	Mortgage Interest Payments	0		0
46	Building Maintenance and Repairs	19,677		19,677
47	Renovation/Leasehold Improvements	1,739		1,739
48	Utilities	31,361		31,361
49	Janitorial Supplies	4,528		4,528
50	Equipment Rental and Maintenance	0		0
51	Contracted Building Services	31,704		31,704
52				
53	Subtotal: Occupancy Expenses	<u>\$240,000</u>	<u>\$0</u>	<u>240,000</u>
54				
55	Office Expenses			
56	Office Supplies and Materials	19,000		19,000
57	Office Furnishings and Equipment	72,850		72,850
58	Office Equipment Rental and Maintenance	10,800		10,800
59	Telephone/Telecommunications	8,700		8,700
60	Legal, Accounting and Payroll Services	39,500		39,500
61	Printing and Copying	2,500		2,500
62	Postage and Shipping	1,500		1,500
63	Other	15,000		15,000
64				
65	Subtotal: Office Expenses	<u>\$169,850</u>	<u>\$0</u>	<u>169,850</u>
66				
67	General Expenses			
68	Insurance	10,000		10,000
69	Interest Expense	0		0
70	Transportation	19,550		19,550
71	Food Service	87,750		87,750
72	Administration Fee (to PCSB)	6,928		6,928
73	EMO Management Fee	0		0
74	Other General Expense	0		0
75	Unforeseen Expenses	31,179		31,179
76	Subtotal: General Expenses	<u>\$155,407</u>	<u>\$0</u>	<u>155,407</u>
77				
78	TOTAL EXPENSES	<u>\$1,776,023</u>		

DESCRIPTION	BUDGETED AMOUNTS			
	Column A	Column B	Column C	Column D
	501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
REVENUES				
Per Pupil Charter Payments	2,001,762		2,001,762	
Per Pupil Facilities Allowance	540,000		540,000	
Federal Entitlements	426,860		426,860	
Other Government Funding/Grants	86,708		86,708	
Total Public Funding	3,055,330		3,055,330	
Private Grants and Donations	-		0	
Activity Fees	-		0	
Loans	-		0	
Other Income (please describe in footnote)	75,981		75,981	
Total Non-Public Funding	75,981		75,981	
EMO Management Fee (= line 73, col. G)			0	
TOTAL REVENUES	\$3,131,311			

	501(c)3 School Applicant	Education Managemen t Organizatio	Combined Total	Expenditures as a Percent of Total Public Funding
EXPENSES				
Personnel Salaries and Benefits				
Principal/Executive Salary	128,750		128,750	4%
Teachers Salaries	516,208		516,208	17%
Teacher Aides/Assistance Salaries	30,900		30,900	1%
Other Education Professionals Salaries	314,150		314,150	10%
Business/Operations Salaries	113,300		113,300	4%
Clerical Salaries	61,800		61,800	2%
Custodial Salaries	11,588		11,588	0%
Other Staff Salaries	79,825		79,825	3%
Employee Benefits	231,616		231,616	8%
Contracted Staff	184,579		184,579	
Staff Development Costs	20,083		20,083	1%
			0	
Subtotal: Personnel Costs	\$1,692,798	\$0	1,692,798	55%
Direct Student Costs				
Textbooks	24,720		24,720	1%
Student Supplies and Materials	40,788		40,788	1%
Library and Media Center Materials	10,000		10,000	0%
Computers and Materials	12,669		12,669	0%
Other Instructional Equipment	0		0	0%
Classroom Furnishings and Supplies	32,960		32,960	1%
Student Assessment Materials	13,905		13,905	0%
Contracted Student Services	65,620		65,620	2%
Miscellaneous Student Costs	26,780		26,780	1%

Subtotal: Direct Student Costs	<u>\$227,442</u>	<u>\$0</u>	<u>227,442</u>	<u>7%</u>
Occupancy Expenses				
Rent	271,783		271,783	9%
Mortgage Principal Payments	0		0	0%
Mortgage Interest Payments	0		0	0%
Building Maintenance and Repairs	35,418		35,418	1%
Renovation/Leasehold Improvements	3,131		3,131	0%
Utilities	56,451		56,451	2%
Janitorial Supplies	8,150		8,150	0%
Equipment Rental and Maintenance	0		0	0%
Contracted Building Services	57,068		57,068	2%
Subtotal: Occupancy Expenses	<u>\$432,000</u>	<u>\$0</u>	<u>432,000</u>	<u>14%</u>
Office Expenses				
Office Supplies and Materials	35,226		35,226	1%
Office Furnishings and Equipment	14,703		14,703	0%
Office Equipment Rental and Maintenance	16,686		16,686	1%
Telephone/Telecommunications	8,961		8,961	0%
Legal, Accounting and Payroll Services	32,967		32,967	1%
Printing and Copying	4,635		4,635	0%
Postage and Shipping	2,781		2,781	0%
Other	27,810		27,810	1%
Subtotal: Office Expenses	<u>\$143,769</u>	<u>\$0</u>	<u>143,769</u>	<u>5%</u>
General Expenses				
Insurance	23,175		23,175	1%
Interest Expense	0		0	0%
Transportation	51,719		51,719	2%
Food Service	162,689		162,689	5%
Administration Fee (to PCSB)	12,709		12,709	0%
EMO Management Fee	0		0	0%
Other General Expense	0		0	0%
Unforeseen Expenses	44,035		44,035	
Subtotal: General Expenses	<u>\$294,326</u>	<u>\$0</u>	<u>294,326</u>	<u>10%</u>
TOTAL EXPENSES	<u>\$2,790,336</u>			<u>0%</u>
EXCESS (OR DEFICIENCY)				
Excess (or deficit) retained by school	<u>\$340,975</u>			
Excess (or deficit) retained by EMO				

ASSUMPTIONS

Student Enrollment	<u>180</u>
Facility Size (square footage)	<u>19,800</u>
Average Teacher Salary	<u>56,393</u>
Teachers	<u>9</u>
Student/Teacher Ratio	<u>20 to 1</u>

DESCRIPTION REVENUES	Year 1	Year 2	Year 3	Year 4	Year 5
01. Per Pupil Charter Payments	1,085,581	2,001,762	2,918,225	4,032,452	5,236,754
02. Per Pupil Facilities Allowance	300,000	540,000	780,000	1,020,000	1,260,000
Per Pupil Charter Payments	1,385,581	2,541,762	3,698,225	5,052,452	6,496,754
03. Federal Entitlements	350,000	426,860	248,251	334,374	425,442
04. Other Government Funding/Grants	46,768	86,708	129,002	173,756	221,078
Federal Entitlements	396,768	513,568	377,252	508,130	646,521
06. Private Grants and Donations	-	-	-	-	-
Income from Grants and Donations	-	-	-	-	-
07. Activity Fees	-	-	-	-	-
Activity Fees	-	-	-	-	-
09. Other Income (please describe in footnote)	40,982	75,981	113,043	152,260	193,728
Other Income	40,982	75,981	113,043	152,260	193,728
TOTAL REVENUES	1,823,331	3,131,311	4,188,520	5,712,841	7,337,003

EXPENSES					
15. Principal/Executive Salary	102,500	128,750	180,353	185,764	191,336
16. Teachers Salaries	282,173	516,208	764,032	1,026,260	1,303,534
17. Teacher Aides/Assistance Salaries	-	30,900	63,654	98,345	135,061
18. Other Education Professionals Salaries	185,000	314,150	461,492	595,536	737,208
19. Business/Operations Salaries	55,000	113,300	241,355	284,109	292,632
20. Clerical Salaries	45,000	61,800	79,568	81,955	84,413
21. Custodial Salaries	11,250	11,588	23,870	24,586	25,324
22. Other Staff Salaries	77,500	79,825	164,440	218,545	225,102
23. Employee Benefits	134,951	231,616	368,065	476,483	577,438
24. Contracted Staff	109,950	184,579	226,832	250,971	276,358
25. Staff Development Expense	21,943	20,083	23,514	22,809	23,210
Personnel Salaries and Benefits	1,025,267	1,692,798	2,597,173	3,265,363	3,871,618
30. Textbooks	30,000	24,720	25,462	26,225	27,012
31. Student Supplies and Materials	22,000	40,788	60,683	81,736	103,997
32. Library and Media Center Materials	5,000	10,000	12,500	15,000	17,500
33. Computers and Materials	13,500	12,669	5,092	13,500	18,071
34. Other Instructional Equipment	-	-	-	-	-
35. Classroom Furnishings and Supplies	40,000	32,960	33,949	34,967	36,016
36. Student Assessment Materials	7,500	13,905	20,688	27,865	35,454
37. Contracted Student Services	40,000	65,620	92,750	121,458	151,814
38. Miscellaneous Student Expense **	27,500	26,780	27,583	28,411	29,263
Direct Student Costs	185,500	227,442	278,707	349,162	419,128
43. Rent	150,990	271,783	392,575	513,368	634,160
46. Building Maintenance and Repairs	19,677	35,418	51,160	66,901	82,643
47. Renovation/Leasehold Improvements	1,739	3,131	4,522	5,914	7,305
48. Utilities	31,361	56,451	81,540	106,629	131,718
49. Janitorial Supplies	4,528	8,150	11,772	15,394	19,017
51. Contracted Building Services	31,704	57,068	82,431	107,794	133,158
Occupancy	240,000	432,000	624,000	816,000	1,008,000
56. Office Supplies and Materials	19,000	35,226	52,408	70,590	89,816
57. Office Furnishings and Equipment	72,850	14,703	17,531	16,962	12,406

58. Office Equipment Rental and Maintenance	10,800	16,686	22,915	29,504	36,466
59. Telephone/Telecommunications	8,700	8,961	9,230	9,507	9,792
60. Legal, Accounting and Payroll Services	39,500	32,967	41,886	51,516	61,728
61. Printing and Copying	2,500	4,635	6,896	9,288	11,818
62. Postage and Shipping	1,500	2,781	4,138	5,573	7,091
63. Other	15,000	27,810	41,375	55,729	70,907
Office Expenses	169,850	143,769	196,380	248,668	300,023
68. Insurance	10,000	23,175	34,479	46,441	59,089
70. Transportation	19,550	51,719	77,180	103,427	130,840
71. Food Service	87,750	162,689	242,044	326,015	414,806
72. Administration Fee (to PCSB)	6,928	12,709	18,491	25,262	32,484
73. EMO Management Fee	-	-	-	-	-
74. Other General Expense	-	-	-	-	-
75. Unforeseen Expenses	31,179	44,035	61,084	79,429	98,059
General Expenses	155,407	294,326	433,279	580,574	735,278
TOTAL EXPENSES	1,776,023	2,790,336	4,129,540	5,259,767	6,334,047
EXCESS (OR DEFICIENCY)	47,308	340,975	58,980	453,075	1,002,956
Check	47,308	340,975	58,980	453,075	1,002,956




DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov
1. Cash on Hand (start of month)		-	-	-	-	-
2. Cash receipts						
Per Pupil Charter Payments		-	-	-	-	-
Per Pupil Facilities Allowance		-	-	-	-	-
Federal Entitlements		-	-	-	-	-
Other Government Funding/Grants		-	-	-	-	-
Grants and Donations		-	-	-	-	-
Activities Fees		-	-	-	-	-
Other Income		-	-	-	-	-
3. Total Receipts	\$0	\$0	\$0	\$0	\$0	\$0
4. Total Cash Available	\$0	\$0	\$0	\$0	\$0	\$0
5. Expenses						
Personnel Salaries and Benefits						
Principal/Executive Salary		-	-	-	-	-
Teachers Salaries		-	-	-	-	-
Teacher Aides/Assistance Salaries		-	-	-	-	-
Other Education Professionals Salaries		-	-	-	-	-
Business/Operations Salaries		-	-	-	-	-
Clerical Salaries		-	-	-	-	-
Custodial Salaries		-	-	-	-	-
Other Staff Salaries		-	-	-	-	-
Employee Benefits		-	-	-	-	-
Contract Staff		-	-	-	-	-
Staff Development Costs		-	-	-	-	-
Direct Student Costs						
Textbooks		-	-	-	-	-
Student Supplies and Materials		-	-	-	-	-
Library and Media Center Materials		-	-	-	-	-
Computers and Materials		-	-	-	-	-
Other Instructional Equipment		-	-	-	-	-
Classroom Furnishings and Supplies		-	-	-	-	-
Student Assessment Materials Contracted		-	-	-	-	-
Instructional/Student Services		-	-	-	-	-
Miscellaneous Student Costs		-	-	-	-	-

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov
Office Expenses						
Office Supplies and Materials		-	-	-	-	-
Office Furnishings and Equipment		-	-	-	-	-
Office Equipment Rental and Maintenance		-	-	-	-	-
Telephone/Telecommunications		-	-	-	-	-
Legal, Accounting and Payroll Services		-	-	-	-	-
Printing and Copying		-	-	-	-	-
Postage and Shipping		-	-	-	-	-
Other		-	-	-	-	-
Occupancy Expenses						
Rent		-	-	-	-	-
Mortgage Interest Payments		-	-	-	-	-
Maintenance and Repairs		-	-	-	-	-
Leasehold Improvements		-	-	-	-	-
Utilities		-	-	-	-	-
Janitorial Supplies		-	-	-	-	-
Equipment Rental and Maintenance		-	-	-	-	-
Contracted Building Services		-	-	-	-	-
General Expenses						
Insurance		-	-	-	-	-
Interest Expense		-	-	-	-	-
Transportation		-	-	-	-	-
Food Service		-	-	-	-	-
Administration Fee		-	-	-	-	-
Other General Expense		-	-	-	-	-
Unforeseen Expenses		-	-	-	-	-
6. Total Expenses	-	-	-	-	-	-
7. Fund Balance (end of month)	-	-	-	-	-	-

Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total	
-	-	(23,108)	(46,217)	(24,325)	(2,433)	19,458	-	
-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	
-	-	-	45,000	45,000	45,000	45,000	180,000	180,000
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
\$0	\$0	-	45,000	45,000	45,000	45,000	180,000	180,000
\$0	\$0	(\$23,108)	(\$1,217)	\$20,675	\$42,567	\$64,458	\$180,000	126,483
								-
								-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	19,500	19,500	19,500	19,500	19,500	19,500	117,000	117,000
-	192	192	192	192	192	192	1,150	1,150
								-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	1,667	1,667	1,667	1,667	1,667	1,667	10,000	10,000
								-

[illegible]

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- 01. Per Pupil Charter Payments
 - 02. Per Pupil Facilities Allowance
 - 03. Federal Entitlements
 - 04. Other Government Funding/Grants
 - 06. Private Grants and Donations
 - 07. Activity Fees
 - 09. Other Income (please describe in footnote)

- 15. Principal/Executive Salary
- 16. Teachers Salaries
- 17. Teacher Aides/Assistance Salaries
- 18. Other Education Professionals Salaries
- 19. Business/Operations Salaries
- 20. Clerical Salaries
- 21. Custodial Salaries
- 22. Other Staff Salaries
- 23. Employee Benefits
- 24. Contracted Staff
- 25. Staff Development Expense

- 30. Textbooks
- 31. Student Supplies and Materials
- 32. Library and Media Center Materials
- 33. Computers and Materials
- 34. Other Instructional Equipment
- 35. Classroom Furnishings and Supplies
- 36. Student Assessment Materials
- 37. Contracted Student Services
- 38. Miscellaneous Student Expense **

- 
- 56. Office Supplies and Materials
 - 57. Office Furnishings and Equipment
 - 58. Office Equipment Rental and Maintenance
 - 59. Telephone/Telecommunications
 - 60. Legal, Accounting and Payroll Services
 - 61. Printing and Copying
 - 62. Postage and Shipping
 - 63. Other

43. Rent

- 46. Building Maintenance and Repairs
- 47. Renovation/Leasehold Improvements
- 48. Utilities
- 49. Janitorial Supplies

51. Contracted Building Services

68. Insurance

- 70. Transportation
- 71. Food Service
- 72. Administration Fee (to PCSB)
- 74. Other General Expense
- 75. Unforeseen Expenses

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov
1. Cash on Hand (start of month)	-	40,325	232,862	66,725	(63,167)	305,474
2. Cash receipts						
Per Pupil Charter Payments	-	271,395	-	-	271,395	-
Per Pupil Facilities Allowance	-	70,000	-	-	230,000	-
Federal Entitlements	180,000	-	-	-	38,889	38,889
Other Government Funding/Grants	-	-	-	5,196	5,196	5,196
Grants and Donations	-	-	-	-	-	-
Activities Fees	-	-	-	-	-	-
Other Income	-	-	-	4,554	4,554	4,554
3. Total Receipts	180,000	341,395	\$0	9,750	550,034	48,639
4. Total Cash Available	180,000	381,720	232,862	76,475	486,867	354,113
5. Expenses						
Personnel Salaries and Benefits						
Principal/Executive Salary	-	8,542	8,542	8,542	8,542	8,542
Teachers Salaries	-	-	25,652	25,652	25,652	25,652
Teacher Aides/Assistance Salaries	-	-	-	-	-	-
Other Education Professionals Salaries	-	-	16,818	16,818	16,818	16,818
Business/Operations Salaries	-	-	5,000	5,000	5,000	5,000
Clerical Salaries	-	3,750	3,750	3,750	3,750	3,750
Custodial Salaries	-	938	938	938	938	938
Other Staff Salaries	-	-	7,045	7,045	7,045	7,045
Employee Benefits	-	11,246	11,246	11,246	11,246	11,246
Contract Staff	117,000	9,163	9,163	9,163	9,163	9,163
Staff Development Costs	1,150	1,829	1,829	1,829	1,829	1,829
Direct Student Costs						
Textbooks	-	-	15,000	-	15,000	-
Student Supplies and Materials	-	1,833	1,833	1,833	1,833	1,833
Library and Media Center Materials	-	417	417	417	417	417
Computers and Materials	-	-	6,750	-	6,750	-
Other Instructional Equipment	-	-	-	-	-	-
Classroom Furnishings and Supplies	-	-	20,000	-	20,000	-
Student Assessment Materials	-	7,500	-	-	-	-
Contracted Instructional/Student Services	-	833	833	4,167	4,167	4,167
Miscellaneous Student Costs	10,000	2,292	2,292	2,292	2,292	2,292

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov
Office Expenses						
Office Supplies and Materials	-	1,583	1,583	1,583	1,583	1,583
Office Furnishings and Equipment	3,000	72,850	-	-	-	-
Office Equipment Rental and Maintenance	-	900	900	900	900	900
Telephone/Telecommunications	3,000	725	725	725	725	725
Legal, Accounting and Payroll Services	-	3,292	3,292	3,292	3,292	3,292
Printing and Copying	2,000	208	208	208	208	208
Postage and Shipping	1,000	125	125	125	125	125
Other	-	-	1,364	1,364	1,364	1,364
Occupancy Expenses						
Rent	-	12,583	12,583	12,583	12,583	12,583
Mortgage Interest Payments	-	-	-	-	-	-
Maintenance and Repairs	-	1,640	1,640	1,640	1,640	1,640
Leasehold Improvements	-	145	145	145	145	145
Utilities	-	2,613	2,613	2,613	2,613	2,613
Janitorial Supplies	-	377	377	377	377	377
Maintenance	-	-	-	-	-	-
Contracted Building Services	-	2,642	2,642	2,642	2,642	2,642
General Expenses						
Insurance	1,500	833	833	833	833	833
Interest Expense	-	-	-	-	-	-
Transportation	-	-	-	2,172	2,172	2,172
Food Service	-	-	-	9,750	9,750	9,750
Administration Fee	-	-	-	-	-	6,928
Other General Expense	-	-	-	-	-	-
Unforeseen Expenses	1,025	-	-	-	-	-
6. Total Expenses	139,675	148,858	166,137	139,643	181,393	146,571
7. Fund Balance (end of month)	40,325	232,862	66,725	(63,167)	305,474	207,542

[illegible]

Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
1,583	1,583	1,583	1,583	1,583	1,583	1,583	19,000
-	-	-	-	-	-	-	72,850
900	900	900	900	900	900	900	10,800
725	725	725	725	725	725	725	8,700
3,292	3,292	3,292	3,292	3,292	3,292	3,292	39,500
208	208	208	208	208	208	208	2,500
125	125	125	125	125	125	125	1,500
1,364	1,364	1,364	1,364	1,364	1,364	1,364	15,000
12,583	12,583	12,583	12,583	12,583	12,583	12,583	150,990
-	-	-	-	-	-	-	-
1,640	1,640	1,640	1,640	1,640	1,640	1,640	19,677
145	145	145	145	145	145	145	1,739
2,613	2,613	2,613	2,613	2,613	2,613	2,613	31,361
377	377	377	377	377	377	377	4,528
-	-	-	-	-	-	-	-
2,642	2,642	2,642	2,642	2,642	2,642	2,642	31,704
833	833	833	833	833	833	833	10,000
-	-	-	-	-	-	-	-
2,172	2,172	2,172	2,172	2,172	2,172	-	19,550
9,750	9,750	9,750	9,750	9,750	9,750	-	87,750
-	-	-	-	-	-	-	6,928
-	-	-	-	-	-	-	-
-	-	-	-	-	-	31,179	31,179
139,643	139,643	139,643	139,643	139,643	139,643	155,566	1,776,023
116,538	296,930	205,926	114,922	295,314	204,310	87,633	47,308

1,085,581	01. Per Pupil Charter Payments
300,000	02. Per Pupil Facilities Allowance
350,000	03. Federal Entitlements
46,768	04. Other Government Funding/Grants
	06. Private Grants and Donations
	07. Activity Fees
40,982	09. Other Income (please describe in footnote)
-	
1,823,331	

102,500	15. Principal/Executive Salary
282,173	16. Teachers Salaries
	17. Teacher Aides/Assistance Salaries
185,000	18. Other Education Professionals Salaries
55,000	19. Business/Operations Salaries
45,000	20. Clerical Salaries
11,250	21. Custodial Salaries
77,500	22. Other Staff Salaries
134,951	23. Employee Benefits
109,950	24. Contracted Staff
21,943	25. Staff Development Expense
-	
30,000	30. Textbooks
22,000	31. Student Supplies and Materials
5,000	32. Library and Media Center Materials
13,500	33. Computers and Materials
-	34. Other Instructional Equipment
40,000	35. Classroom Furnishings and Supplies
7,500	36. Student Assessment Materials
40,000	37. Contracted Student Services
27,500	38. Miscellaneous Student Expense **

19,000	56. Office Supplies and Materials	
72,850	57. Office Furnishings and Equipment	
10,800	58. Office Equipment Rental and Maintenance	
8,700	59. Telephone/Telecommunications	
39,500	60. Legal, Accounting and Payroll Services	
2,500	61. Printing and Copying	
1,500	62. Postage and Shipping	
15,000	63. Other	
-		
150,990	43. Rent	
19,677	46. Building Maintenance and Repairs	
1,739	47. Renovation/Leasehold Improvements	
31,361	48. Utilities	
4,528	49. Janitorial Supplies	
-		
31,704	51. Contracted Building Services	240000
10,000	68. Insurance	
-		
19,550	70. Transportation	
87,750	71. Food Service	
6,928	72. Administration Fee (to PCSB)	
-	74. Other General Expense	
31,179	75. Unforeseen Expenses	
1,776,023		
-		
47,308		

CAPITAL BUDGET	Year 1	Year 2	Year 3	Year 4	Year 5
1600 · FF&E - Classroom	40,000	32,960	33,949	34,967	36,016
1610 · FF&E - Administration	5,100	3,631	4,535	3,278	2,701
1620 · Computers - Classroom	13,500	12,669	5,092	13,500	18,071
1630 · Computers - Administration	72,850	14,703	17,531	16,962	12,406
1830 · Leasehold improvements	-	-	-	-	-
TOTAL	131,450	63,963	61,108	68,707	69,195