



Democracy Prep Public Schools

Application to Establish a Public Charter School in the District of Columbia

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APPLICANT INFORMATION SHEET

Experienced Operator

Request for Approval

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

Name of Proposed Charter School: Democracy Prep DC Charter School (“DPDC”)

Name of Entity Applying for Charter Status in D.C.: Democracy Prep Public Schools

Contact Person: Benjamin Feit

Address: 207 West 133rd Street, New York, NY 10030

Daytime Telephone: 917.364.2103

Email: bfeit@democracyprep.org

Name of Person Authorized to Negotiate: Joseph Wong

(Must be member of founding group and not serving as a consultant or affiliated with an educational service provider.)

Authorized Signature:

Proposed Start Date: July 1, 2014

Proposed Year One Budget: \$4,068,557

Start-up Information:

Year	Starting Age/Grade	Highest Age/Grade	Total Number of Students/Enrollment Ceiling
One	Pre-K 3	K	250
Two	Pre-K 3	1	350
Full Capacity	Pre-K 3	4	650

Proposed Location of School (address or area of city): Ward 7 or 8

Name of Educational/Charter Management Organization (if applicable): Democracy Prep Public Schools

DEMOCRACY PREP PUBLIC SCHOOLS — EXPERIENCED OPERATOR CHARTER APPLICATION (2013)

List schools that the eligible applicant currently operates (or plans to operate):

School	Location (city, state)	Year Opened	Grade Levels Served (now and at capacity)	Number of students (now and at capacity)
Democracy Prep Charter School	Harlem, NY	2006	6-12 (2013-14)	650 (2013-14)
			K-12 (at capacity in 2018-19)	1246 (at capacity)
Democracy Prep Harlem Charter School	Harlem, NY	2010	K, 6-9 (2013-14)	533 (2013-14)
			K-12 (at capacity in 2018-19)	1063 (at capacity)
Harlem Prep Charter School*	Harlem, NY	2011	K-7 (2013-14)	648 (2013-14)
			K-8 (at capacity in 2014-15)	748 (at capacity)
Democracy Prep Endurance Charter School	Harlem, NY	2012	6-7 (2013-14)	224 (2013-14)
			6-8 (at capacity in 2014-15)	324 (at capacity)
Freedom Prep Charter School[^]	Camden, NJ	2013	6-8 (2013-14)	250 (2013-14)
			6-8 (at capacity)	250 (2013-14)
Democracy Prep Louisiana Charter School[#]	East Baton Rouge, LA	2015	N/A (2013-14)	N/A (2013-14)
			K-5 (at capacity in 2019-20)	630 (at capacity)

* Prior to 2011's restructured renewal, Harlem Prep operated as Harlem Day Charter School.

[^] DPPS entered into a Management Agreement with the Board of Trustees at Freedom Academy Charter School in April 2013 and renamed the school Freedom Prep shortly thereafter.

[#] The Louisiana Board of Elementary and Secondary Education authorized Democracy Prep to open a Type 5 charter school in East Baton Rouge on August 13, 2013.

LEA Status: Will the school elect to be treated as a Local Education Agency (LEA) for the purposes of Part B of the IDEA and Section 504 of the Rehabilitation Act of 1973? Yes

Pending Applications: Do you have applications pending in other states? Yes

If so, list the locale(s) and length of time pending? On September 6, 2013, Democracy Prep Public Schools submitted an application with the State University of New York Charter Schools Institute to open an elementary school in the Bronx, New York. The school would open in the fall of 2014 with 120 students in grades K-1 and would reach full scale as a K-5 elementary school students with 360 students in 2018-19.

EXECUTIVE SUMMARY

Democracy Prep Public Schools (“DPPS”) is a growing network of free, open-enrollment, high-performing, *no excuses* public charter schools that share a goal of ensuring that all scholars “Work Hard, Go to College, and Change the World.” Democracy Prep’s DREAM Team of teachers and staff currently educates over 2,000 scholars in Grades K-12 across nine campuses in Harlem, New York and Camden, New Jersey. Over the past five years, DPPS has been among the highest performing Charter Management Organizations (CMOs) on the New York City Department of Education’s Chancellor’s Progress Report (CPR). With its schools receiving top marks annually, DPPS is a “straight ‘A’” network. In 2010, Democracy Prep Charter Middle School ranked as the #1 middle school and the #1 public charter school in the entire City of New York. In 2012, Harlem Prep became the most successful turnaround of a public school in New York State history, surging from the 3rd percentile citywide to the 96th in its first year as a Democracy Prep school.

At the heart of Democracy Prep’s mission is an appreciation of the urgent need for *all* students to have access to high quality public educations. That acute understanding is why DPPS does not shy away from daunting turnaround efforts or abandon scholars along the arduous path to success in college and citizenship. The Democracy Prep network provides an exceptional alternative for students and families otherwise slated to attend schools that too often do not meet their needs. Democracy Prep schools embody a refined *no excuses* approach. In addition to incorporating the traditional attributes that researchers have proven to be correlated with improved student learning outcomes — extended school days and years, rigorous college-prep academics, ongoing use of data to inform instructional decisions and resource allocation, consistent cultural and academic expectations, and exceptional talent at all levels — DPPS’s strategic vision requires the infusion of three unique elements.

First, in order to ensure that constant stream of students previously victimized by a pernicious culture of low expectations embarks on the path to college and civic success, Democracy Prep actively recruits students at risk of academic failure — including those with English Language Learner classifications, Individualized Education Plans, and 504 plans — and consistently enrolls students in high-needs subgroups in numbers greater than or equal to those of traditional public schools located in the surrounding districts. Second, in order to restore the rightful place of “citizenship” alongside preparation for “college” and “career” as the principal aims of universal public education, Democracy Prep places an explicit focus on ensuring students possess *civic knowledge*, exhibit *civic dispositions*, and are capable of exercising the *civic skills* necessary to advocate effectively on behalf of themselves and their communities. Third, in order to serve as a proof-point for what is possible in public education without resorting to an unsustainable reliance on private philanthropy, Democracy Prep operates each of its schools on the public funds it receives from the city, state, and federal government.

As DPPS grows to scale, continued adherence to these core principles will lend credence to the proposition that all students — regardless of the neighborhood in which they reside, the amount of per-pupil funding their school receives, their incoming Reading or Math proficiency, or the Special Education services to which they are entitled — can succeed in college and become active citizens in a flourishing participatory democracy. While we believe that education

provides the pathway from poverty to prosperity, and our organizational theory of change involves saturating a neighborhood with quality schools until it “tips,” we are committed to growing deliberately and with all due caution. Nevertheless, in our current environment, “freedom” (to change careers, to determine one’s future, to leave the place one grew up) is a profound privilege not afforded to or accessible to all. Democracy Prep firmly believes that all students should have a pathway to this kind of freedom, and that pathway often begins with being empowered to defy the expectations that society has for them.

Democracy Prep DC Charter School (“DPDC”) will be organized to maximize school impact and quality. At capacity, the school will be organized into two sections: lower and upper academy. Students will learn in a “small school” environment (approximately 100 students per grade) where they feel valued and receive the attention they need to meet or exceed proficiency. The school will be equipped with a five-member Academic Collaboration Team to ensure Special Education and ELL students receive necessary services. All of DPDC’s students will receive the services they need to excel in the Democracy Prep educational environment. DPDC will fulfill its promise to increase student achievement through continuous assessment of student progress and the use of data to plan future instruction. Since literacy is the key academic ability on which future skill and knowledge acquisition is based, a strong emphasis will be placed on literacy — a core commonality among high-performing elementary schools. The rigorous Democracy Prep curriculum aligns with the Common Core standards, accelerating progress and mastery for students to be competitive at a national level, so our scholars will be prepared to attend and graduate from college.

DPDC students will benefit from a strong, clear code of conduct based on the Democracy Prep DREAM values to ensure a safe, orderly, and joyful school culture. DREAM values create a school environment in which scholars, including those with special needs, are supported at the highest levels to achieve academically. DPDC will also emphasize students’ character development to prepare them for higher education and to be leaders in their communities. DPDC will meaningfully engage families to invest them in their in children’s education with detailed programs to establish and maintain a positive relationship between school and home.

The mission of DPDC will be to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. Understanding that the path to success in college and citizenship begins in early childhood, DPDC plans to partner with a high quality Pre-K provider in good standing with the PCSB. While this Pre-K program will exist apart from DPDC, the partnership between the two organizations will create a pipeline for putting students on the path to college as early as possible.

Democracy Prep staunchly believes that American democracy cannot endure without an educated citizenry; that all students deserve to become informed and proud participants in American self-government; and that every generation must prepare the next to understand, protect, and perfect the institutions of American freedom. As the capital of our Nation, the heart of American government, and a city pulsing with vibrant civic institutions, Washington, D.C. provides an ideal backdrop for Democracy Prep to prepare our scholars for lives of active citizenship. Expanding to the District of Columbia would allow Democracy Prep to fulfill its mission, to expand in a growing charter community, and to increase the number of high quality public school seats in traditionally underserved neighborhoods.

A. EDUCATIONAL PLAN

1. MISSION AND PURPOSE OF THE PROPOSED PUBLIC CHARTER SCHOOL

A. MISSION AND PHILOSOPHY

Mission. The mission of DPDC is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship.

Educational Philosophy. The DPDC approach and design emulates other high-performing urban elementary schools serving similar students with disabilities, language proficiency barriers, and/or special circumstances that put them at risk for academic failure. Democracy Prep’s academic program will be rooted in research-proven curricula that have been shown to accelerate progress to mastery for low-income students, including those with disabilities and English-language deficits. DPDC’s elementary staffing approach in the Lower Academy (K-2) employs a Lead Teacher (a veteran, highly effective master teacher) and Teaching Fellow (a new teacher who is often a Teach For America Corps member) in every classroom. The Upper Academy (3-5) places 1.5 faculty members in every classroom. In both Academies, DPDC will implement an inclusive, heterogeneous educational approach that serves all students in a manner that maximizes their academic potential and prepares them for success in the college of their choice and in a life of active citizenship.

Democracy Prep’s model follows a *no excuses* philosophy and thus features five common elements: 1) *Rigorous college-prep academics*; 2) *More time to learn*; 3) *Data-driven decision-making*; 4) *Safe and supportive school culture*; and 5) *Exemplary talent*.



(1) *Rigorous college-prep academics.* Democracy Prep operates academically rigorous, college preparatory schools. Our curriculum is based on an accelerated introduction to the Common Core Learning Standards. Students are challenged to do their best academically regardless of language proficiency, special education status, or the academic level at which they enter the school. Our rigorous academic program includes the core subjects — Math, Reading, Science, and Social Studies — as well as engaging electives such as Art, Music, and Fitness.



(2) *More time to learn.* Democracy Prep elementary students attend school Monday through Thursday from 7:45 a.m. to 4:00 p.m., until at least 1:00 p.m. on Fridays, and on one Saturday each month. The school year includes at least 190 days of instruction, and students in need of additional individual support or required remediation receive after-dismissal tutoring and attend school on additional Saturdays and during some vacations. Students who have not yet mastered the grade’s content expectations by the end of the year attend a mandatory Summer Academy. Within these programs, DPPS students most in need of extra help benefit from over 70% more instructional time each year than they would receive in a typical district school.



(3) *Data-driven decision-making.* DPPS utilizes a sophisticated feedback loop of frequent data collection and analysis including a network-wide dashboard tool, interim assessments, and comparative academic measures to drive effective instruction at the student, class, teacher, grade, school, and network levels. Assessments include absolute measures, value-added measures, and internally developed/externally validated trimester and comprehensive exams.



(4) *Safe and supportive school culture.* Democracy Prep culture is based on the “DREAM Values” according to which all staff and students live: Discipline, Respect, Enthusiasm, Accountability, and Maturity. Students earn or forfeit “DREAM Dollars” based on their adherence to these values. Accumulated DREAM Dollars may be linked to college scholarship accounts, and students may “purchase” privileges and benefits such as end-of-trimester trips and end-of-year adventures including Civic and College Expeditions with their accrued DREAM Dollars.



(5) *Exemplary talent.* Democracy Prep has an extremely selective staff application process. At DPPS schools, fewer than the top 1% of applicants are hired. Lead teachers receive a base salary that exceeds the local scale and are eligible for excellent benefits and performance-based raises. All staff members undergo extensive performance reviews and receive weekly professional development (PD) during the school year and three weeks of intensive PD in the summer. DPPS teachers and leaders are guided by explicit, well-defined career paths and are afforded ample opportunities for growth.

In addition to incorporating the common attributes of *no excuses* schools that researchers have proven to be correlated with improved student learning outcomes, Democracy Prep is unique in its commitment to three other key design elements: (1) *Commitment to educating all students, in all subjects, in all grades;* (2) *Authentic civic leadership and engagement,* and (3) *Running schools on public funds.*



(1) *Commitment to educating all students, in all subjects, in all grades.* Democracy Prep actively recruits students at risk of academic failure and consistently enrolls students in high-needs subgroups in numbers greater than or equal to those of traditional public schools located in the surrounding districts. Special Education students and English Language Learners benefit from the same transformational education and support that all our students receive, including all elective offerings. In addition, just like a traditional public school and unlike many charters, we welcome new scholars at all grade levels at the beginning of each year. This policy ensures that a constant stream of students previously victimized by a pernicious culture of low expectations embark on the path to college and civic success whenever there is an available seat.



(2) *Authentic civic leadership and engagement.* In order to restore the rightful place of “citizenship” alongside preparation for “college” and “career” as the principal aims of universal public education, Democracy Prep places an explicit focus on ensuring students possess *civic knowledge*, exhibit *civic dispositions*, and are capable of exercising the *civic skills* necessary to advocate effectively on behalf of themselves and their communities. While much has been said and written about the

achievement gap that afflicts low-income students of color, very little has been made of the “civic achievement gap.” Nevertheless, voter registration rates, voting records, political contribution records, and civic volunteering rates all indicate that low-income, African-American and Latino students and adults are among the least active participants in our democracy. Unique among its peers, Democracy Prep places an explicit focus on preparing scholars to become civic leaders in their communities. Through civic initiatives, community engagement, and authentic student and family advocacy for more excellent schools, our scholars acquire the knowledge, skills, and dispositions to change the world.

In 2013, DPPS helped launch CitizenshipFirst, a nonprofit organization that aims to become the country’s most creative driver of civic-education innovation. Through advocacy, in-school programs, curriculum, research, and reports, CitizenshipFirst will remind educators, policymakers, and all Americans that the founding purpose of public education was to prepare our nation’s youth for self-government in our democracy, and that restoring the civic mission of education must be an urgent national priority.



(3) *Running schools on public funds.* In order to serve as a proof-point for what is possible in public education without resorting to an unhealthy reliance on private philanthropic capital, Democracy Prep operates each of its schools on the public funds it receives from the city, state, and federal government.

Failing districts often use resources in a manner that runs counter to evidence on the practices that most improve the effectiveness of teaching and learning in the classroom. Democracy Prep efficiently spends money as close to the student as possible, using assessment data to help us allocate resources in terms of classroom materials, professional development, and outside consultants, and spending the most on the great teachers and much less on its comparatively lean administration.

Democracy Prep Public Schools. A pioneer in authentic civic education and charter school turnaround, DPPS achieves remarkable academic growth for all students, especially those with special needs. By proving that all students, regardless of where they are born or their initial academic performance, can achieve at extremely high academic levels, Democracy Prep seeks to transform not only the lives of our students, but also raise the expectations for public schools across the nation and beyond. Democracy Prep Public Schools has produced remarkable and measureable student success. In 2010, the New York City CPR ranked Democracy Prep as the single highest performing public middle school (out of 528) and the single highest performing charter school (out of 67) in the entire city. In 2011, Democracy Prep took over a failing elementary school, Harlem Day, in New York’s first charter to charter turnaround, and in just ten months, transformed the school from the bottom 3rd percentile of elementary schools to the top 96th percentile citywide. That year, Harlem Prep showed the largest increase in ELA proficiency in the entire state of New York.

District of Columbia Growth Plan. Our initial priority is to create a high performing K-12 continuum in the District of Columbia, starting with the elementary grades of DPDC. Assuming our model proves adaptable to local conditions and that the proposed school performs at a level consistent with the demanding expectations imposed both by the Democracy Prep network and by our students, families, authorizers, and other external stakeholders, we envision developing a D.C. hub that consists of between six and nine schools with multiple campuses serving scholars at each grade level. Democracy Prep’s ethos stipulates that all privileges must be earned.

Consequently, in order for Democracy Prep to earn the trust of parents who must actively choose to send their children to our schools, we believe that we must first demonstrate both our value and our investment in the long-term trajectory of the D.C. communities with which we partner. By working in concert with residents and local leaders to grow our regional presence in a thoughtful and systematic manner, we hope to earn the responsibility of educating a critical mass of students and, in turn, ensuring that our schools have a broad and lasting impact.

Enrollment Planning: Moderate Projection

	Pre-K	K	G1	G2	G3	G4	ELL	SPED (L1)	SPED (L2)	SPED (L3)	SPED (L4)	Total Projected Enrollment
Year 1 (2014-15)	150	100					8	25	13	10	3	250
Year 2 (2015-16)	150	100	100				11	35	18	14	4	350
Year 3 (2016-17)	150	100	100	100			14	45	23	18	5	450
Year 4 (2017-18)	150	100	100	100	100		17	55	28	22	6	550
Year 5 (2018-19)	150	100	100	100	100	100	20	65	33	26	7	650

National Growth Plan. Backed by a \$9.1 million federal grant that will enable us to open upwards of 15 new schools over the next four years, Democracy Prep must carefully consider the ramifications of expanding into new regions. Among the factors we take into account when assessing new markets are local need for high-quality public school alternatives, access to human capital resources, and community support for our mission and vision.

EXISTING SCHOOLS*

	Year Opened	Grades & Enrollment in Current Year	Grade Levels Approved to Serve Over Next 5 Years	Projected Enrollment Over Next 5 Years	Location
Democracy Prep Charter School	2006	6-12 (650)	2014-15: K-1, 6-12	2014-15: 846	Harlem, NY (CSD 5)
			2015-16: K-2, 6-12	2015-16: 946	
			2016-17: K-3, 6-12	2016-17: 1046	
			2017-18: K-4, 6-12	2017-18: 1146	
			2018-19: K-12	2018-19: 1246	
Democracy Prep Harlem Charter School	2010	K, 6-9 (533)	2014-15: K-1, 6-10	2014-15: 643	Harlem, NY (CSD 3 & 5)
			2015-16: K-2, 6-11	2015-16: 753	
			2016-17: K-3, 6-12	2016-17: 813	
			2017-18: K-4, 6-12	2017-18: 913	
			2018-19: K-12	2018-19: 1063	
Harlem Prep Charter School	2011 [#]	K-7 (648)	2014-15: K-8	2014-15: 748	Harlem, NY (CSD 4)
			2015-16: K-8	2015-16: 748	
			2016-17: K-8	2016-17: 748	
			2017-18: K-8	2017-18: 748	
			2018-19: K-8	2018-19: 748	
Democracy Prep Endurance Charter School	2012	6-7 (224)	2014-15: 6-8	2014-15: 334	Harlem, NY (CSD 5)
			2015-16: 6-8	2015-16: 334	
			2016-17: 6-8	2016-17: 334	

			2017-18: 6-8	2017-18: 334	
			2018-19: 6-8	2018-19: 334	
Freedom Prep Charter School	2013 [^]	6-8 (250)	2014-15: 6-8	2014-15: 250	Camden, NJ
			2015-16: 6-8	2015-16: 250	
			2016-17: 6-8	2016-17: 250	
			2017-18: 6-8	2017-18: 250	
			2018-19: 6-8	2018-19: 250	

* Democracy Prep Public Schools provides services to each of the above-named schools by contract.

Prior to 2011’s restructured renewal, Harlem Prep operated as Harlem Day Charter School.

[^] DPPS entered into a Management Agreement with the Board of Trustees at Freedom Academy Charter School in April 2013 and renamed the school Freedom Prep shortly thereafter.

NEW SCHOOLS

	Planned Opening Year	Grade Levels Approved to Serve Over Next 5 Years	Projected Enrollment	Location
Democracy Prep Louisiana Charter School	2015-16	2014-15: N/A	2014-15: N/A	East Baton Rouge Parish, LA
		2015-16: K-1	2015-16: 216	
		2016-17: K-2	2016-17: 318	
		2017-18: K-3	2017-18: 422	
		2018-19: K-4	2018-19: 526	

Although impossible to predict the precise challenges that will arise in adapting the Democracy Prep educational program to fit the unique conditions that prevail in Washington, D.C., the establishment of a regional network hub will ensure we have systems in place to address unforeseen circumstances as they arise. A clear and streamlined reporting structure — both within the schools themselves and between school leaders, network staff in the satellite D.C. regional office, and the New York-based home office team — will provide local implementers with regular opportunities to provide critical feedback to the Democracy Prep team in Harlem. By minimizing bureaucratic complexity and relinquishing authority to decision-makers closest to the identified area of need, DPPS will empower local leaders to respond swiftly when they determine that action will serve the best interests of our students.

B. EDUCATIONAL NEEDS OF THE TARGET STUDENT POPULATION

Target student population. Based on demographic research of similar schools in Washington, D.C., DPDC anticipates educating a student population of approximately 80% not Hispanic and 20% Hispanic students. Of the 80% not Hispanic, no less than 79% will be Black while no more than 1% will be white and no more than 1% Asian. DPDC anticipates 20% of its student population will require special needs with 10% classified as Level One, 5% Level Two, a 4% Level Three, and 1% Level Four. DPDC anticipates 6% of its student population will be English Language Learners and no less than 88% of its student population will be categorized as economically disadvantaged.

Despite holding the greatest share of the District’s total child population, Wards 7 and 8 are home to both D.C.’s highest concentration of child poverty and its greatest numbers of special

needs students.¹ Moreover, on the 2012 administration of the District of Columbia Comprehensive Assessment System (DC CAS), students in Wards 7 and 8 exhibited the lowest levels of Math and Reading proficiency in the District.²

Needs of Democracy Prep students in other geographic locations. Incoming Democracy Prep students are at high risk for academic failure. DPPS students typically arrive at school lagging significantly behind grade level in core subjects and in need of dramatic interventions to approach proficiency in Reading and Math. Notwithstanding these challenges, DPPS has established a sterling reputation for instructional effectiveness and producing breakthrough academic results. Since its inception in 2006, Democracy Prep has exhibited a remarkable ability to drive student outcomes for high-needs populations in traditionally educationally underserved neighborhoods in Harlem and Camden. These results are striking given Democracy Prep’s unique commitment to serving *every* student regardless of how far behind they start academically and to maintaining low levels of negative student attrition.

DPPS 2012-13 School Profiles

	Democracy Prep Charter Middle School	Democracy Prep Charter High School	Democracy Prep Harlem	Harlem Prep Elementary School	Democracy Prep Endurance	Harlem Prep Middle School
Year Founded	2006	2009	2010	2011	2012	2012
Grade Levels Served	6-8	9-12	6-8	K-4	6	5-6
Total Enrollment	328	322	329	297	110	159
FRPL	85%	85%	88%	89%	85%	85%
SPED	20%	10%	19%	18%	25%	23%
ELL	7%	1%	5%	9%	3%	7%
African-American	71%	77%	73%	62%	60%	63%
Latino	28%	22%	26%	38%	40%	36%

How Democracy Prep’s schools have met those needs. Please see Section B(2)(d) (“Performance History of Experienced Operator”) for an explanation of how DPPS schools have met the needs of its students, including those of students with disabilities and English Language Learners.

Demographic similarities. The animating impulse behind Democracy Prep’s growth as a network has been to cluster high-performing schools in those neighborhoods most urgently in need of quality alternatives to an unsustainable status quo. In Washington D.C., Wards 7 and 8 bear the strongest demographic resemblance to the Harlem communities in which Democracy Prep currently operates. Democracy Prep is resolutely committed to serving the students who reside in the neighborhoods in which its schools are situated. In fact, by the 2012-13 school year,

¹ DC Action for Children, *A Tale of Three Cities: What the Census Says About the District and How We Must Respond* (2011). http://www.dcactionforchildren.org/sites/default/files/CensusBrief4-27-11%20FINAL_0.pdf.

² DC CAS School List (Clean), available at http://www.google.com/url?sa=D&q=http://osse.dc.gov/sites/default/files/dc/sites/osse/release_content/attachments/Copy+of+DCCAS+2012+School+List_CLEAN.xlsx&usg=AFQjCNF7NH2grvpaL3MzlrK-V14wpa9ITw

Democracy Prep had become the de facto “zoned” middle school for CSD 5, guaranteeing a seat for each incoming grade 6 student from Central Harlem who wanted to enroll.³ Accordingly, DPDC will direct its recruiting efforts toward students from the surrounding communities for whom the addition of a quality public school choice will provide the greatest immediate benefit.

As it does in the neighborhoods in which it currently operates, DPDC intends to serve students with special needs in proportions greater than or equal to the traditional public schools in its surrounding ward. DPDC believes the Democracy Prep educational model (with its demonstrated success in Harlem and the personalized attention it dedicates to students) will attract families with children who have special needs. Additionally, DPDC will reach out to parent organizations, day care centers, and other community organizations within its region to inform them of its desire to serve special needs students. During school fairs or other outreach events the school will have an official present who is intimately aware of the special education programs present at the school who will actively seek to engage interested parents of special needs students on the services offered, and connect these parents with the school’s Academic Collaboration Team (“ACT Team”) to ensure all relevant concerns can be addressed.

The DPDC recruitment materials and outreach to enroll students will stress DPDC’s appropriateness for special needs students. DPDC is currently planning for an enrollment number that approaches the percentage of students with special needs in the surrounding ward. It is academically preparing to deal with a large portion of students with Individualized Education Program (IEPs), but is conservatively budgeting for a lower percentage.

C. EDUCATIONAL FOCUS

Educational focus of the proposed school. Democracy Prep’s academic program will be rooted in research-proven curricula that have been shown to accelerate progress to mastery for low-income students, including those with disabilities and English-language deficits. Literacy is the key academic skill on which all future skill and knowledge acquisition is based. Low-income children hear two-thirds fewer words in the home each hour than children of more affluent families. Research has repeatedly demonstrated that success or failure in forming a foundation of basic literacy in the early grades is a strong indicator of later academic success. While schools like those in the DPDC network have proven that it is still possible to overcome these deficits, doing so requires tremendous academic remediation in middle and high school. It is therefore not surprising that schools in which low-income students reach mastery maintain a relentless focus on developing literacy skills. In fact, a recent review of existing schools serving low-income populations found that a laser focus on basic literacy in the early years, as represented by many of the practices Democracy Prep employs, was a core commonality among high-performing elementary schools. Practices of these high-performing schools, which closely reflect the findings of the National Reading Panel, include: dedicating significant time to teaching reading and writing, explicitly teaching phonics and comprehension strategies; and fostering fluency through extensive practice reading and writing and by inculcating a deep love of reading. These practices are reflected in the Democracy Prep academic program.

³ Geoff Decker, *Everyone’s a Winner in One Charter Network’s Admissions Lottery*, GOTHAM SCHOOLS (April 20, 2012), <http://gothamschools.org/2012/04/20/everyones-a-winner-in-one-charter-networks-admissions-lottery/>.

DPDC will use the Chicago Urban Education Institute’s Strategic Teaching and Evaluation of Progress (“STEP”) and STEP Literacy Assessment Benchmark Assessment System to assess student literacy achievement and progress in reading from grades K-5. The administration of the Benchmark Assessment Systems, in addition to the coding, scoring, and interpretation of student responses, are standardized procedures, which provide a reliable and valid measure of student performance and achievement. The STEP and STEP Literacy Assessment Benchmark Assessment Systems are scientifically researched and aligned to Common Core State Standards and to the internal benchmark levels that will be used at DPDC.

In math, Democracy Prep will use a systematic approach to basic math facts and computational skills coupled with a teacher-created curriculum that develops higher-level problem-solving skills. The curriculum was built to help students recognize that they need basic factual knowledge and “automaticity” with procedural computation, coupled with a deep conceptual understanding of mathematics, in order to solve complex mathematical application problems. In addition, the math lessons will follow a structured lesson plan designed for maximum success. The first 25 minutes of class and all homework assignments will include cumulative review. There will also be a daily section for basic facts review and problem solving. Concepts will be introduced in a set sequence, emphasizing both step-by-step approaches and explanations for all mathematical processes.

In social studies, science, music, and art we rely on a content-rich curriculum of basic subject-area and cultural knowledge, such as the Core Knowledge Sequence. Low-income children, often not as fully exposed as their more affluent peers to a breadth and depth of topics, can enter school at a disadvantage: their weak knowledge of the general topics addressed in school leaves them less prepared to assimilate new information. A content-rich curriculum such as the one we envision provides the basic knowledge that makes low-income students more effective learners later in their academic careers.

Democracy Prep realizes that all students, regardless of whether they are classified as at-risk students, learn at varying rates. Schools that expect all students to meet high standards must be prepared to support students — regardless of the pace at or style in which they learn — until they reach mastery. At Democracy Prep, this learning support comes through multiple means:

- Clear, engaging, high-quality lessons in the classroom with low student-to-teacher ratios (not including support from the Academic Collaboration Team);
- The increased learning time that we provide relative to schools in the surrounding district schools;
- Pull-out and push-in instruction by Academic Collaboration Team (ACT) Members and related services such as counseling, speech, and occupational and physical therapy for student who require it; and
- Mandatory after-school and Saturday program tutoring for students who require additional individual and small-group attention, as determined by assessment data regardless of Special Education or English Language Learner classification

All of these strategies and supports ensure that students with disabilities, students with limited English language proficiency, and students at risk of academic failure who may not have an official classification are given the remediation and intervention they need to meet the high standards that we set at Democracy Prep.

Educational program. In grades K-3, at least 190 minutes of guided reading and writing instruction, 80 minutes of math instruction, and 43 minutes on science or social studies instruction take place Monday through Thursday. At least 150 minutes of guiding reading and writing instruction and 80 minutes of math instruction take place on Fridays. This adds up to a total of at least five hours and 20 minutes of instruction in core subjects on Monday through Thursday, and to at least three hours and 45 minutes of instruction in core subjects on Fridays.

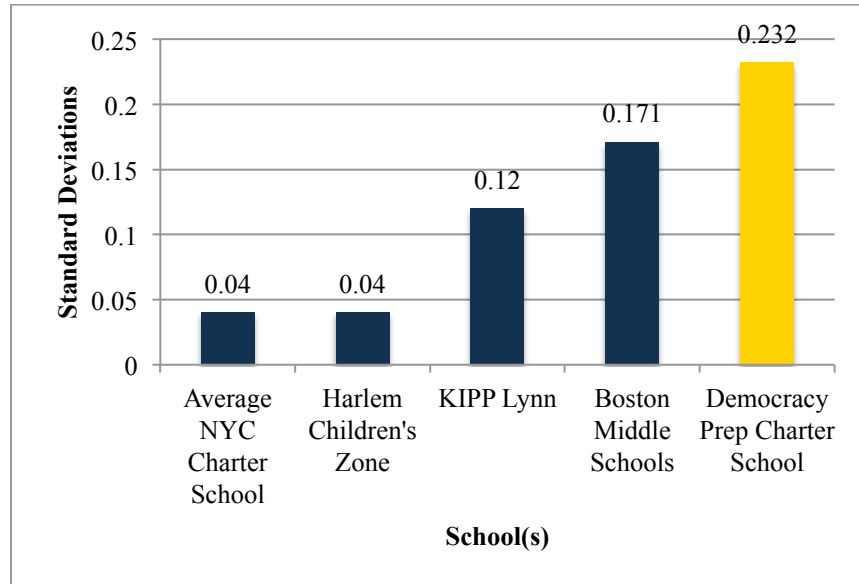
For grades 4-5, at least 130 minutes of guided reading and writing instruction, 80 minutes of math instruction, 50 minutes of social studies instruction, and 50 minutes of science instruction take place Monday through Thursday. At least 100 minutes of guided reading and writing instruction, 75 minutes of math instruction, and 48 minutes of social studies (5th grade) or science (4th grade) instruction take place on Friday. This adds up to a total of at least five hours of instruction in core subjects on Monday through Thursday, and to at least three hours and 42 minutes of instruction in core subjects on Fridays. All students in grades K-5 have 50 minutes of art, music, or physical education instruction each day.

Many students enter Democracy Prep lagging behind grade level in Reading and Math. As a result, one of the most important indicators of success in early grades is the amount of value we add to students' scores. Value-added scores measure the progress of both individual students and cohorts of students over time. Because value-added measures compare students to their own data, they control for demographic factors that may influence performance. The Northwest Evaluation Association's Measures of Academic Progress ("MAP") assessment allows us to compare the performance of Democracy Prep students to the performance of similar-age students nationwide. Students take the MAP, as well as year-end comprehensive examination (comps), in a pre- and post-test format that allows administrators to evaluate which methods, lessons, and teachers are providing the most value-added growth to cohorts of students over time. While rapid value-added improvement alone is not enough to ensure proficiency on criterion-referenced exams, it does demonstrate progress towards that goal.

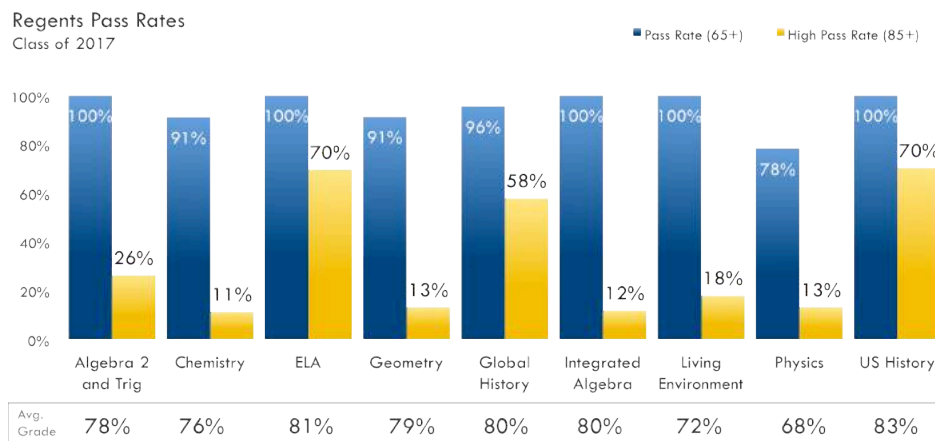
Research and performance record. Dr. Roland Fryer and Will Dobbie of Harvard University's EdLabs have recently conducted a quasi-experimental investigation into the impact of attending Democracy Prep schools.⁴ The study examined the link between achievement and lottery data and evaluated the impact Democracy Prep has on the academic achievement of the students. Using a two-stage least squares regression, Dr. Fryer discerned an "enormous" effect of attending Democracy Prep on student achievement.

⁴ Harvard University EdLabs. "The Impact of the Democracy Prep Public Schools." February 2012.

Estimated Impact on English Achievement: Democracy Prep vs. Comparison Groups

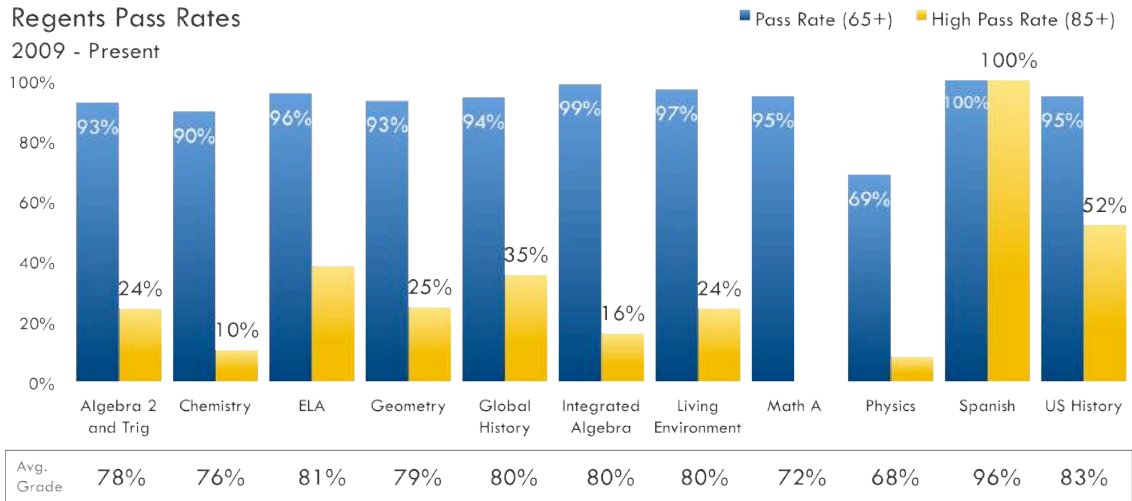


When Democracy Prep launched in 2006, its natural entry point was sixth grade. For years, DPPS’s proven instructional approach has ensured that scholars arriving in middle school well below proficiency make tremendous strides by the time they complete eighth grade. Nevertheless, the intensity of the required remedial work often leaves students who have progressed multiple grade levels each year behind the curve upon entry into high school. Given that dispiriting reality, the continued ability of Democracy Prep Charter High School to thrive and to prepare its students for college admissions and success is a testament to the overall strength of the DPPS program. DPCHS students consistently outperform their peers from across CSD 5, New York City, New York State, and even affluent Westchester County on their Regents exams, and each members of the school’s inaugural graduating class received acceptances to at least two four-year colleges or universities.

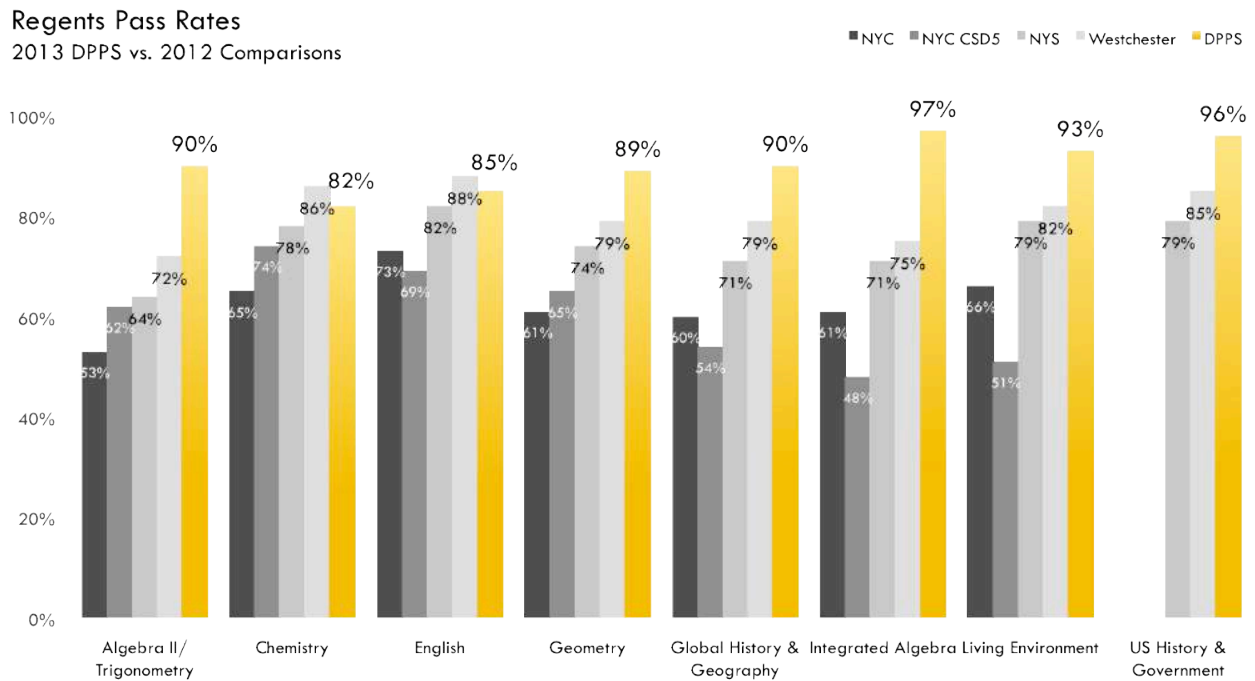


The Class of 2017 has taken a total of **410** Regents exams, with an overall pass rate of **95%** .

DEMOCRACY PREP PUBLIC SCHOOLS — EXPERIENCED OPERATOR CHARTER APPLICATION (2013)

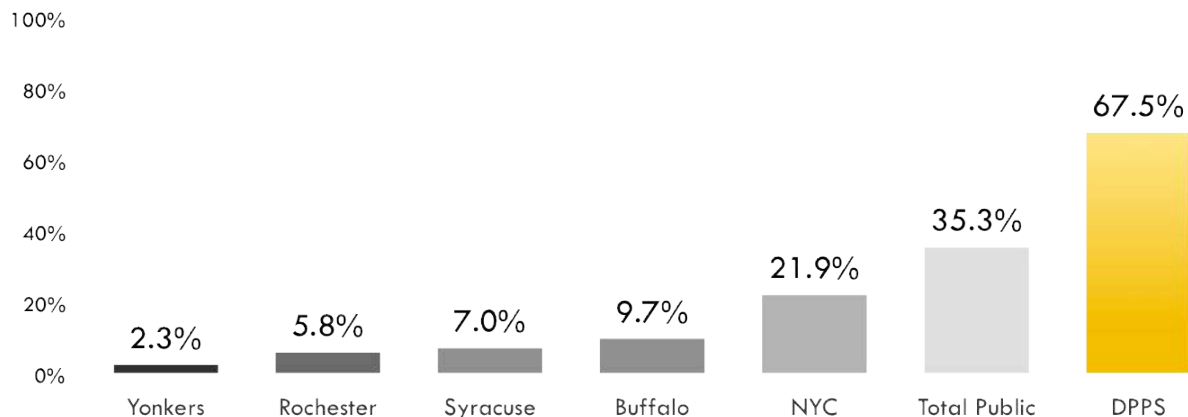


Democracy Prep Scholars have taken a total of **1610** Regents exams, with an overall pass rate of **93%**.



Aspirational Performance Measurement

DPPS Class of 2017 vs. Class of 2016 Comparisons



“[New York State] calculates an ‘Aspirational Performance Measure,’ or APM, based on the percentage of students who graduated in four years with at least a 75 on English Regents exam and at least an 80 on math Regents exam. Those benchmarks are important in predicting students’ success in college, according to the state.”⁵

2. GOALS AND STUDENT ACADEMIC ACHIEVEMENT EXPECTATIONS

A. STUDENT ACADEMIC ACHIEVEMENT EXPECTATIONS

Commitment to Overall PMF Scores. DPDC will adopt the Performance Management Framework to benchmark its student academic achievement expectations. In Year 5, when DPDC expands to serve students in Grade 4, it will commit to a specific target of 50 Median Growth Percentiles (MGP) in Reading and Math. Median Growth Percentile is the median of individual growth percentile, which measures the amount of student growth compared with students that have similar score histories. This target exceeds the PMF floor of 30 MGP in each subject area.

The School Corporation has selected as its measure of academic achievement expectations the indicators listed in the elementary/middle and early childhood Performance Management Frameworks developed by PCSB (“PMF”s). Accordingly, changes to any PMF implemented by PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, and formulas, will automatically become part of the measurement of the School’s academic achievement expectations. However, if material changes are made to any PMF that a School Corporation elects not to accept, the School Corporation shall provide PCSB a petition for a charter revision pursuant to § 38-1802.04(c)(10).

⁵ Anika Anand. *Better news for city on college readiness, but wide gap remains.* GOTHAMSCHOOLS. June 17, 2013. <http://gothamschools.org/2013/06/17/better-news-for-city-on-college-readiness-but-wide-gap-remains/>

Separate Academic Achievement Expectations

GOAL I: ENGLISH LANGUAGE ARTS

Goal: DPDC students will demonstrate proficiency in English Language Arts.

Absolute Measures

1. Each year, 75% of all tested students who are enrolled in at least their second year will perform at or above grade level on the DC CAS Reading exam. This target exceeds the PMF achievement floor of 24% and the gateway floor of 17%.
2. Each year, the school's aggregate Performance Index (PI) on the DC CAS Reading exam will meet that year's Annual Measurable Objective (AMO) set forth in DC's NCLB accountability system.
3. At the end of each year, 75% of kindergarteners should achieve at least STEP 3, 75% first graders should achieve at least STEP 6, and 75% of second graders should achieve at least STEP 9.

Comparative Measures

4. Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above grade level on the DC CAS Reading exam will be greater than that of students in the same tested grades in the surrounding ward.
5. Each year, the school will exceed its predicted level of performance on the DC CAS Reading exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in Washington, D.C.
6. At least 75% of students in grades 3 to 5 who have attended DPDC for two years or more will perform above the 50% Normal Curve Equivalent (national percentile rank) on an ELA exam such as the MAP assessment.

Growth Measures

7. Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above grade level on the previous year's DC CAS Reading exam and 75% at or above grade level on the current year's DC CAS Reading exam. If a grade-level cohort exceeds 75% at or above grade level in the previous year, the cohort is expected to show a positive gain in the current year.
8. Each year, on a national norm-referenced reading assessment such as the MAP, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

9. At least 75% of students who enroll in grades K-5 at the beginning of an academic year will make at least three levels of growth on the STEP Literacy Assessment.

GOAL II: MATHEMATICS

Goal: DPDC students will demonstrate proficiency in Mathematics.

Absolute Measures

1. Each year, 75% of all tested students who are enrolled in at least their second year will perform at or above grade level on the DC CAS Mathematics exam. This target is far above the PMF achievement floor of 15%.
2. Each year, the school's aggregate Performance Index (PI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in DC's NCLB accountability system.

Comparative Measures

3. Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above grade level on the DC CAS Mathematics exam will be greater than that of students in the same tested grades in the surrounding ward.
4. Each year, the school will exceed its predicted level of performance on the DC CAS Mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in Washington, D.C.
5. At least 75% of students in grades 3 to 5 who have attended DPDC for two years or more will perform above the 50% Normal Curve Equivalent (national percentile rank) on a nationally normed math exam such as the MAP assessment.

Growth Measures

6. Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above grade level on the previous year's state mathematics exam and 75% at or above grade level on the current year's DC CAS Mathematics exam. If a grade-level cohort exceeds 75% at or above grade level in the previous year, the cohort is expected to show a positive gain in the current year.
7. Each year, on a national norm-referenced mathematics assessment such as the MAP, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

GOAL III: SCIENCE

Goal: DPDC students will demonstrate proficiency in Science.

Absolute Measures

1. Each year, 75% of all tested students who are enrolled in at least their second year will perform at or above grade level on the DC CAS Science exam.

Comparative Measures

2. Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above grade level on the DC CAS Science exam will be greater than that of students in the same tested grades in the surrounding ward.

GOAL IV: SOCIAL STUDIES

Goal: DPDC students will demonstrate proficiency in social studies and civics.

1. At least 75% of students in grade 5 who have attended DPDC for two years or more will receive a passing grade on the USCIS Citizenship Civics Exam.

GOAL V: NCLB

Goal: DPDC will make Adequate Yearly Progress.

Absolute Measure

1. Under Washington, D.C.’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

Summary of Separate DPDC Academic Expectations

	Absolute			Comparative		Growth
	75 percent proficient or above on DC CAS exams	Performance Index (PI) meets Annual Measurable Objective (AMO)	75% of students will meet their STEP or STEP Literacy Assessment goals	Percent proficient greater than that of local school district	School exceeds its predicted level of performance compared to similar demographic schools	Each grade-level cohort reduces by half the gap between previous year’s percent at grade level proficiency and 75 percent
English Language Arts	◆	◆	◆	◆	◆	◆

Math	◆	◆		◆	◆	◆
Science	◆			◆		
NCLB	School is deemed in “Good Standing” under D.C.’s NCLB accountability system.					

B. GOALS

DPDC, as a Democracy Prep school, will monitor and evaluate progress by tracking performance against key academic and financial metrics. These metrics fall into three categories: 1) short-term interim metrics, 2) intermediate direct outcome metrics, and 3) long-term indirect impact metrics. Although DPDC will adjust these goals periodically, performance below targets on any of these metrics would require revisiting the educational design and/or growth model.

- 1) **Work Hard: Short-term interim metrics.** These metrics can be measured and evaluated while DPDC students are attending a Democracy Prep school, including both external evaluations and internally tracked metrics. External evaluations occur at all grade levels and across subjects, including: absolute results, student growth, comparative performance, and achievement gaps on state tests; absolute results and comparative performance on state learning environment surveys; and absolute results, student growth, comparative performance, and achievement gaps on the MAP, Achievement Network Interim Assessments, DC CAS assessments, STEP, etc. Internally tracked interim metrics include: grade point averages, enrollment targets, DREAM rubrics, student attendance, staff attendance, negative student attrition, negative staff attrition, and colleges visited.
- 2) **Go to College: Intermediate direct outcome metrics.** These metrics are longitudinal in nature and are tracked after a student graduates from the Democracy Prep program. As a result, they are somewhat more challenging to measure because they depend at least partially on factors outside of Democracy Prep’s direct control (college quality, the economy, etc.). Although Democracy Prep is not solely responsible for some of these intermediate metrics, part of the strategy of direct impact is that if DPDC prepares its scholars well, they will have the resiliency and intrinsic motivation to make good choices regardless of negative external pressures after they leave the school. Intermediate metrics are needed to discern whether or not Democracy Prep is making a sustained impact for its students after they graduate. Failure to perform on these metrics would cause Democracy Prep to revisit its strategy for direct outcomes. Intermediate outcome metrics include: high school graduation, college matriculation, remedial coursework required in college, college graduation, incarceration rates, voter registration, voter participation, community service, and all leadership roles assumed by alumni.
- 3) **Change the World!: Long-term indirect impact metrics.** These metrics are those that relate to the effect Democracy Prep has on the world through alumni’s leadership efforts, status as a proof-point for what is possible in public education, and through collective efforts to succeed in legislative advocacy. Long-term impacts are also derived from efforts to train teachers, leaders, and parents to be effective advocates for social change in their communities. Metrics include: local and state academic performance, high school

completion, college matriculation, college completion, incarceration rates, voter registration, voter participation, and community service in surrounding communities; alumni who hold elected office, political appointments, leadership roles in community organizations, work in the education sector, work in the non-profit sector, and participate philanthropically in some way with their community; and legislation in service regions that ensures equal operational funding and access to equal facilities for all students in communities served by Democracy Prep Public Schools.

GOAL I: DPDC MISSION ADVANCEMENT

Goal: DPDC will prepare students for success in college and citizenship.

1. 75% of students completing grade 5 who have attended DPDC for three years or more will have visited at least six college campuses.
2. 75% of students in grades 3 to 5 will demonstrate proficiency on the DREAM rubric evaluating the values of Discipline, Respect, Enthusiasm, Accountability, and Maturity.

GOAL II: DPDC ORGANIZATIONAL STRENGTH

Goal: DPDC will demonstrate proficiency in managing public financial resources.

1. Each year, the school will generally and substantially comply with all applicable federal and state laws, rules and regulations, and the provisions of its bylaws, Provisional Charter (certificate of incorporation) and Charter Agreement.
2. Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.
3. Each year, the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.
4. Each year, the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor or the Public Charter School Board.
5. Each year, the school will operate its core academic program on less funding per-pupil than the average per-pupil funding of the District of Columbia Public Schools.

GOAL III: DPDC ADMINISTRATIVE STRENGTH

Goal: DPDC will demonstrate proficiency in managing teachers and administrative staff.

1. Each year, the school will keep negative staff attrition, defined as staff taking a substantially similar position within the District of Columbia, to 25% or less.
2. Each year, the school will hire and oversee a qualified school leader and/or charter management organization to oversee the day-to-day operations of the school.

3. Each year, the school will maintain daily staff attendance of 95% or better.

GOAL IV: DPDC PUBLIC VIABILITY, SUPPORT, AND SATISFACTION

Goal: DPDC will demonstrate proficiency in satisfying families, teachers, and community supporters.

1. Each year, the school will maintain a parent satisfaction rate of at least 80%.
2. Each year, the school will maintain a waitlist of at least 25% more students than are currently enrolled at DPDC.
3. Each year, the school will maintain a negative student attrition rate, defined as students attending non-selective schools in the District of Columbia, of less than 15%.
4. Each year, the school will maintain an average daily student attendance of 95% or greater.

Data collection, analysis, and communication. DPDC will use *Kickboard* and *Jupiter* SIS to manage all attendance and academic data. All Democracy Prep schools use these tools for school culture, classroom management, standards-based grading, and formative and summative assessment data analysis. The Democracy Prep Public Schools team will be primarily responsible for maintenance of records and compliance reporting. In DPDC's first two years, DPDC will also train and support DPDC's Registrar and Operations Manager to ensure accurate reporting of attendance and other student compliance data.

DPDC will operate with a comprehensive data-driven approach. Attendance and weekly academic performance will be shared with families via a weekly progress report. All academic data is accessible to families and is used by teachers to strategically plan in order to ensure students make their individualized growth goals. DPDC will also collect and maintain accurate enrollment data. DPDC will record this information on a daily basis and provide copies to appropriate authorities upon request. Residency information will be verified and included in such data in accordance with the applicable requirements.

Tracking and assessing progress toward goals for students with disabilities. As students enroll in DPDC, the school will obtain the student records and other information that will be needed to implement the student's IEP. The Special Education Coordinator will review information within the District's information systems to make sure that all students with IEPs are accurately identified and that all relevant data within these systems is appropriately updated. Students will be transitioned to DPDC and the school's instructional staff will meet with the parents and teachers of any student who has an IEP. The purpose of this meeting will be to welcome all students and to discuss with the parents how services will be provided to the student. Parents will be provided with a copy of IEP page 6 (Goals and Objectives) with the progress section filled in each time a report card is sent home.

If a child fails to make progress toward their goals with the services provided, DPDC will reevaluate the student to determine if further services are required. Similarly if a student has

reached their goals before their annual review, DPDC may conduct a reevaluation to adapt the IEP or declassify the student.

Students who have been identified as ELL will be assessed annually using the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) Test as well as nationally-normed standardized tests, teacher-created exams, and informal teacher observation in the classroom to determine improvement in English proficiency. Students who score above the established cutoff point for ELLs will be deemed no longer ELL, while those who score below the cutoff point will continue to be classified as ELL. Students no longer deemed ELL, like all students, will still have access to language and academic support and services from the ACT Team, supervised by the ELL Coordinator.

3. CHARTER SCHOOL CURRICULUM

A. STUDENT LEARNING STANDARDS

Standards. The DPDC curriculum will be based on an accelerated introduction to the Common Core State Standards. It is designed to challenge students to do their best academically regardless of their language proficiency, special education status, or the academic level at which they enter the school. Frequent evaluations will ensure that teachers and families know exactly where each student stands in relation to our rigorous standards and what each student needs to do to make progress. DPDC plans instruction and assessment around academic standards, focusing on what students should be able to do by the end of a lesson or unit. DPDC faculty works to exceed the standards and performance indicators detailed in the Common Core State Standards. Keeping this goal in mind enables teachers to be efficient as they move students to mastery of the skills and knowledge students need most.

The Democracy Prep faculty will work together for three weeks, prior to the opening of the summer Prep Academy, to revise and practice lesson plans, modify curriculum for ELL and Special Education students, and design a fully integrated assessment system. Teachers analyze interim assessment data every six weeks and structure their instructional plans accordingly. Teachers create six-week reteach plans following each assessment that identify successes and address deficiencies in student comprehension. Teachers utilize data to plan for tutoring outside of class, to develop mini-lessons in class, and to determine which skills require whole-class instruction. Data is tracked throughout the year to ensure scholars are maintaining growth.

DPDC will demonstrate, with improvements in student achievement outcomes, what its scholars are learning in preparation for college and citizenship. DPDC will measure academic progress extensively and with precision using STEP (K-2), STEP Literacy Assessment (3-5), NWEA MAP assessments (K-5), Achievement Network Interim assessments (2-5), and DC CAS exams (3-5). These assessments are criterion referenced, norm referenced, and externally validated and make up a robust assessment sequence for grades K-5. DPDC's interim and summative assessment systems, described below, will ensure that standardized assessments are frequent (every six to ten weeks in the form of interim assessments), relevant (directly linked to classroom instruction), and standards based (aligned with the Common Core State Standards).

DPDC Grade Level Standards

	Reading	Math	Writing
Kindergarten	Minimum Standard: <ul style="list-style-type: none"> • Fountas & Pinnell Level D • STEP grade level 	<ul style="list-style-type: none"> • Saxon Assessment average of: >70% • MAP NPR: >30% 	<ul style="list-style-type: none"> • Assessment average of: >70% • Bimonthly score of 3+ on the last two compositions
First Grade	Minimum Standard: <ul style="list-style-type: none"> • F&P Level: I • STEP Level 6 	<ul style="list-style-type: none"> • Saxon Assessment average of: >70% • MAP NPR: >35% 	<ul style="list-style-type: none"> • Assessment average of: >70% • Bimonthly score of 3+ on the last two compositions
Second Grade	Minimum Standard: <ul style="list-style-type: none"> • F&P Level: M • STEP Level 9 • Achievement Network Interim Assessment Average: >70% 	<ul style="list-style-type: none"> • Saxon Assessment Average: >70% • MAP NPR: >40% • ANet Average: >70% 	<ul style="list-style-type: none"> • ANet Average: >70% • Bimonthly score of 3+ on the last two compositions
Third Grade	Minimum Standard: <ul style="list-style-type: none"> • F&P Level: P • STEP Level 12 • MAP: >40 NPR • DC CAS Reading: >3 	<ul style="list-style-type: none"> • Saxon Assessment Average: >80% • ANet Average: >70% • MAP: >40% NPR • DC CAS Math: >3 	<ul style="list-style-type: none"> • ANet Average: >70% • Bimonthly score of 3+ on the last two compositions • MAP: >40 NPR • DC CAS Reading: >3

Fourth Grade	<p>Minimum Standard:</p> <ul style="list-style-type: none"> • F&P Level: S • A Net Average: >70% • MAP: >40 NPR • DC CAS Reading: >3 	<ul style="list-style-type: none"> • Saxon Assessment Av: >80% • ANet Average: >70% • MAP: >40 NPR • DC CAS Math: >3 	<ul style="list-style-type: none"> • Bimonthly score of 3+ on the last two compositions • DC CAS Reading and Composition: >3 • ANet Average: >70% • MAP: >40 NPR
Fifth Grade	<p>Minimum Standard:</p> <ul style="list-style-type: none"> • F&P Level: V • ANet Average: >70% • DC CAS Reading: >3 • MAP: >40 NPR 	<ul style="list-style-type: none"> • Saxon Assessment Av: >80% • ANet Average: >70% • DC CAS Math: >3 • MAP: >40 NPR 	<ul style="list-style-type: none"> • Bimonthly score of 3+ on the last two compositions • MAP: >40 NPR • ANet Average: >70% • DC CAS Reading: >3

How the selection of these standards ensure all students will be competitive. In the hypercompetitive 21st century global economy, this evidence-based design ensures *all* students are equipped with the resources to work hard, go to college, and change the world. From the moment our scholars arrive in elementary school, they are groomed for college and a lifetime of active citizenship. DPPS elementary schools seek to ensure scholars understand that they are on this path once they begin their educational careers, and that this path leads to and through college — even from as early as Pre-K. Research shows that success in college yields an overall better life, and we believe that accomplishment is necessary to help our scholars fulfill their maximum potential. Additionally, our scholars will begin to learn and experience what it means to be an active citizen, taking part in the community and helping to make changes that will improve the world around them. This is one way in which DPPS seeks to empower our scholars — by educating them about the value and importance of their voice and giving them clear avenues and experiences that allow them to exercise their voice in a manner that makes a real difference in their environment and beyond.

How DPDC will ensure the standards are attainable for ELL and IEP scholars. Special Education and ESL services are always aligned to grade level standards and students’ needs. ACT Teachers work to align their services to lesson plans created in advance by our classroom teachers. The goal is for these services to enhance our scholars’ access to the curriculum and help them to become more confident academically. Further, DPPS elementary schools pride themselves on having scholars return to the classroom (after pull-out sessions) without feeling as though they have missed anything. Classroom teachers will not feel the need to have to re-teach everything the child wasn’t in the classroom for because our ACT and ESL team work so closely

together that the instruction scholars receive when they're outside of the classroom is completely aligned to the instruction they would receive inside of it (plus the additional supports and resources necessary to differentiate instruction).

The academic program at DPDC will avoid remediation “pull-out” from core courses whenever possible, limiting its use to connections courses and extracurricular activities from 4:00-5:15 p.m. each day. DPDC will use a curriculum that meets each student where he or she is and, using extra time and supports, accelerate students academically to master the Common Core Learning Standards at a faster rate than in traditional schools.

Students will have more than three hours of Literacy each day Monday through Thursday, two hours each on Friday, as well as additional time on Saturdays. The DPDC Literacy program focuses on phonics from the start, using the SRA reading mastery program, Text Talk, and other methods outlined in the Draft Instructional Guide for reading skill acquisition. It provides services for students who struggle with decoding or fluency with a program such as Wilson Reading. Blocks of time will be set aside for tutoring or for provision of special education services without requiring pull-outs from core subjects.

In order to ensure that all students meet academic performance goals as outlined in their IEPs, DPDC makes a clear distinction between modifications to curricular content and accommodations available to students that do not lower academic expectations. DPDC will seek to *modify* curriculum as *infrequently* as possible, yet faculty will provide *accommodations* as *frequently* as necessary to help students progress as guided by students' IEPs and their individual needs.

Special education students will be expected to master the DPDC curriculum to the maximum extent possible with the use of supplementary aides and other services outlined in their IEP. To the maximum extent appropriate, students with disabilities will also be expected to participate in, and where appropriate receive credit for, nonacademic, extracurricular and ancillary programs and activities with all other students. Students with disabilities will receive all notices of school-sponsored programs, activities and services.

[How DPDC's standards compare to Democracy Prep's standards in other states.](#) As DC will have completed its transition to Common Core aligned standards and assessments by 2014-15, Democracy Prep's curriculum will be adaptable to the new region without material modification.

B. RESOURCES AND INSTRUCTIONAL MATERIALS

DPDC's instruction will be based on the fundamentals of education outlined by E.D. Hirsch in his core knowledge series using highly effective, researched-based curricula. Teachers use clear, direct instruction to explicitly teach what scholars are expected to know at all grade levels, and in turn, scholars are given opportunities to demonstrate mastery of all content and skills learned.

READING

K-2

Read Aloud (Vocabulary): During this block of the day, Lead Teachers are reading aloud to the entire class. Teachers will use Text Talk to inform this part of their instruction for 20 various lessons and will also be required to plan on their own with book choices and plans that are modeled along with the Text Talk program once the curriculum has finished. This portion of the day is first facilitated by the Lead Teachers until it is deemed appropriate for the Co-Teacher to take over.

3-5

Read Aloud (Vocabulary): In lieu of read aloud, the Upper Academy students will have a vocabulary period during the day. Teachers will use the Elements of Reading program for the duration of the year to inform their practice.

Reading Blocks I, II, & III: In K-5, the reading blocks are each 40 minutes in length. During this time, the Lead Teacher teaches a group of about 8-9 scholars a reading comprehension skill or conducts a guided reading session. Meanwhile, the Co-Teacher conducts a Reading Mastery for another 8-9 scholars while the third group of scholars works independently on Book Reports.

Reading Comprehension: This block includes explicit instruction around the core concepts of comprehension as laid out by ReadWorks. Further, the use of Nancy Boyles' reading strategies are incorporated to boost comprehension. Although these skills are taught repeatedly throughout the year, the rigor of the text level increases to push student achievement.

Guided Reading: Scholars read an authentic text at designated grade level benchmarks throughout the year. Teachers ask questions during this time and function solely as facilitators in order to encourage scholars to have a literature conversation amongst themselves, particularly using Habits of Discussion. Further, non-fiction texts will frequently be embedded into instruction in order to build world knowledge and to solidify comprehension skills. STEP/F&P data will be used to drive this instruction.

Reading Mastery: This SRA program infuses all of the core concepts of comprehension through a repeated skill/drill structure. Teachers must follow the script in order to effectively deliver this instruction. STEP/F&P data will be used to inform instruction during this time.

Independent Block/Book Reports: All scholars in K-5 will read at least a minimum number of books (amounts set according to grade levels) and will create high quality book reports to demonstrate their accountability for reading during this time. Acceptable book report templates will be provided. Scholars' book reports will be tracked in the room in a highly visible area. Awards will be given to top readers each trimester.

AIR

AIR stands for Accountable Independent Reading. This is to take place during breakfast, lunch, during the independent reading block and at the end of the day for grades 2-5. Scholars can be

held accountable for their reading in a number of ways, such as completing reading logs/responses, answering comprehension questions, and writing high quality book reports.

WRITING

During this block of the day, Lead Teachers guide the entire class through the writing process as set forth by a homegrown Democracy Prep scope and sequence. Writing units of study are geared toward direct instruction on the conventions and mechanics necessary to demonstrate mastery of the English language, using both the writing rubric and our grammar/mechanics standards. Further, scholars at a DPPS elementary school will have substantial practice with expository writing (becoming more frequent as the grade levels advance), demonstrating both their understanding of writing conventions and their content knowledge.

Handwriting & Grammar (K-2). Co-Teachers will use the Zaner Bloser handwriting program to review letter formation with scholars. Additionally, during this block of time, Co-Teachers will teach the entire class a mini-lesson on a grammar skill, and using the Scott Foresman online grammar workbook for the particular grade level, scholars will practice the skill. At the higher grade levels, these skills and content are embedded directly into writing instruction.

MATHEMATICS

K-2

DPDC will follow the Saxon Math Program. A lesson each day will be completed, including the incorporation of assessments built into the program. Lead Teachers will facilitate the math meeting on the rug (in grades K and 1 only) to begin the year (for at least the first 8 weeks), and Co-Teachers will observe practice as a means of professional development. Subsequently, Co-Teachers may take over the teaching of the math meeting when deemed appropriate by the school leader. After the meeting, the Lead Teacher will facilitate the math lesson of the day. The Co-Teacher, during this time, will observe practice as well as support instruction in any way needed (e.g. pulling a small group to teach the same lesson with additional support).

3-5

Similarly, all grade 3 through 5 classes will use the Saxon math program. However, the program will exclude the meeting portion of the instruction and move to a Math Power Up segment. During this time, Lead Teachers will facilitate the execution of this portion of instruction and are responsible for whole group instruction of the lesson.

K-5

Problem Solving will run from 20 to 30 minutes each day, depending on grade level for all scholars in grades K to 5. During this instruction, the focus will be on students solving one problem in a variety of ways. Further, they will get extensive practice articulating the numerous ways to solve the problem, both orally and in writing. Manipulatives, technology, and writing will be core components of this instructional time.

SCIENCE & SOCIAL STUDIES

K-3

Co-Teachers instructing grades K to 3 are responsible for the planning and execution of these lessons. Science and Social Studies (Scott Foresman Science & Social Studies) will rotate every 3 to 5 weeks. For example, a unit in Science may take two weeks to implement. During that time, only Science plans will be required. Social Studies will follow until a unit is complete, and so forth.

4-5

In grades 4 and 5, Co-Teachers will plan and teach both Science and Social Studies using the Scott Foresman programs. Other content-based non-fiction texts are cut and adapted to supplement the Foresman program and to enhance scholars' exposure to various texts throughout the year. Ideally, grades 4 and 5 have both subjects every day.

TEXTUAL ANALYSIS

2-5

During this instructional time, teachers will explicitly instruct scholars on the ins and outs of analyzing a text, predominantly non-fiction, and of answering comprehension questions across all concepts. Additionally, scholars will learn test-taking strategies and will begin to develop their own test-navigation style in order to become confident readers and test-takers. Lead Teachers will facilitate this instruction, with Co-Teachers assisting. ANet data will inform this instruction at four points throughout the year.

CHOICE TIME/MOVEMENT

This time will be for scholars in grades K to 2 only. Scholars in grades K to 1 will have a structured, choice game time to socialize at the end of each day. Grade 2 scholars will also have this time, but it will be alternated with AIR time on a directed basis by the classroom teachers. Games for choice time will be approved by the leadership prior to implementation.

Movement is another aspect of DPDC. For ten to fifteen minutes before or after lunch, teachers will lead scholars in a structured movement activity to give them time to release and expend pent-up energy.

Choice time/movement is a privilege, not a right. Scholars may lose their choice time/movement time if they haven't completed their homework, have received a color change to "red," or have other work to make up that they haven't finished.

MUSIC

K-5

Music instruction is designed to build scholars' awareness around the use of voice, various

instruments, and the composition of music in general. Scholars work together as a class to prepare performances at different times throughout the year, including Town Hall. Data will be collected and analyzed on an ongoing basis to measure student growth in the objectives taught.

PERFORMING ARTS

K-5

DPDC elementary scholars will learn how to develop their stage presence, expressive abilities, and voice projection through performing arts instruction. Exploring different theatrical works and having opportunities to perform will be an integral part of this course. Data will be collected and analyzed on an on-going basis to measure student growth in the objectives taught.

PHYSICAL EDUCATION

K-5

Physical Education is designed around isolating and teaching specific skills so scholars can develop their overall gross-motor capacity. Scholars will receive instruction in various sports and engage in team building exercises that help to promote healthy bodies and good sportsmanship. Data will be collected and analyzed on an ongoing basis to measure student growth in the objectives taught.

TECHNOLOGY

K-5

Elementary scholars will begin to explore technology in multiple ways at DPDC. Initially, scholars are introduced to laptops where they will take computer-adaptive assessments, such as the MAP. They will also have access to tablets during independent reading time, where they will engage in online literacy activities on websites such as Starfall.com — particularly at the younger grades. The technology engagement will evolve organically over time as scholars and teachers become more adept with the equipment — spanning from using them during independent literacy activities to content-based instruction.

How these resources and materials meet the needs of all learners. DPDC plans and has budgeted for the ACT Team to include, at a minimum, one full-time educator certified in special education for students with mild and moderate special needs who will act as Special Education Coordinator. The Special Education Coordinator will be the primary agent responsible for ensuring that all services for students with IEPs are being provided and for communicating with state and government agencies with regards to information regarding special education students. The Special Education Coordinator will also be an advisor on the School Based Support Team (SBST) and will oversee the initial referral, review, modification and re-evaluation processes for students with IEPs to make certain their needs are met appropriately.

The robust evaluation and assessment system at DPDC will ensure that all students who enter the school will be routinely monitored to ensure that they are making effective academic progress. Students admitted through the lottery process will be required to take a nationally-normed

standardized test such as the MAP as well as a battery of internally designed criterion-referenced comprehensive exams for each of the core subjects. The results of these exams will be used to determine which students are in immediate need of remediation. Students with particularly low scores will be monitored closely by their Advisors and be provided with support and accommodations as needed.

All students with IEPs at DPDC will take the same state, national, and internal assessments as their non-disabled peers. Students with IEPs or 504s will receive the appropriate accommodations or modifications as identified in their plans and parents will receive reports on their student's progress at least as often as non-disabled students. Parents will receive three IEP progress reports each year in addition to report cards, weekly progress reports, weekly DREAM Dollar paychecks and regular personal contact from faculty members who are available by email, phone, and in person to all families. The school will hold meetings with the parents of special education students each trimester to advise parents on any changes to the administration of special education services. During these meetings, parents will be given a forum to voice concerns and give suggestions on any changes they would like to see made to the special education program.

In the case of students whose IEPs require the provision of related services not available by full time providers on the school staff (such as speech, occupational therapy, physical therapy, vision therapy, or severe needs), the school will contact the school district of residence to arrange for services to be provided by the Department of Education or contract with individual providers on a per diem, fee for service, basis through the Related Service Agreement (RSA) process. The school will continue to reassess its special education methods and strategies and may, in the future, bring certain services in-house, should it be determined that such a change would be beneficial to our special needs students. DPDC will also perform annual reviews of its special education population to determine whether it will be more effective to add more restrictive environments (e.g. 12:1:1 or 8:1:1 special class) in order better to meet the students needs.

[Additional resources chosen specifically for teaching students with disabilities.](#) To teach students with disabilities, DPDC will use the following additional materials:

Foundations/Wilson Reading System

DPDC will use these multistory, systematic, explicit phonics programs for students who are struggling with decoding despite receiving instruction through Reading Mastery in the classroom. Foundations is for students in grades K & 1 with moderate to severe decoding difficulties, and Wilson is for students in grades grades 2-5 with severe decoding difficulties.

Rewards

DPDC will use this phonics program for students in grades 2-5 who have moderate decoding difficulties.

Great Leaps

DPDC will use this fluency program for students who only have minor decoding difficulties and who are struggling with fluency and expression.

Soar to Success

DPDC will use this reciprocal teaching comprehension program in grades K-5 for supplemental guided reading instruction for students with disabilities.

Focus Math

DPDC will use this math program for students in grades K-5 to supplement Saxon lessons.

Additional resources chosen specifically for teaching to ELLs. To teach academic content and English Language to ELL students, DPDC will use the Rigby On Our Way to English Program, which includes the following components:

- *Rigby Writing Resource Guides*: The writing resource guides supplement the school's writing curriculum with graphic organizers for all genre's of writing. It also contains a series of mini-lessons on the writing process, grammar, and punctuation.
- *Rigby Phonemic Awareness and Phonics Masters*: This program is used with kindergarten and first grade students to help with decoding words, blending sounds, and spelling through the use of manipulative instruction. It is mostly used in combination with Foundations.
- *Rigby Reading Strategy Cards*: These reading strategy cards provide visual anchors for strategies to help students better understand texts.
- *Rigby Skills Masters*: This program provides practice in phonics, word study and grammar. It also contains graphic organizers that support comprehension instruction as well as writing rubrics and presentation self-assessment checklists.

Support from DPPS and planning year timeline. The DPPS instructional team, including the Assistant Superintendent for Elementary Schools and the Elementary Specialist, will support the efforts of DPDC leadership to refine these instructional materials for utilization on their campus. DPPS will spend the 2013-14 year monitoring implementation of its Common Core curriculum at Harlem Prep Elementary (HPE) and Democracy Prep Harlem Elementary (DPHE) and will make modifications in real-time based on feedback from instructional personnel and assessment data that reveals programmatic strengths and weaknesses. Moreover, DPDC teachers will have access to a repository of shared unit and lesson plans from Democracy Prep's New York elementary schools that have been crafted and fine-tuned by instructional staff at both the campus and network levels. For DPDC, the experience of DPHE will be particularly instructive. DPHE opened its doors to an inaugural cohort of kindergarten students in the fall of 2013. With DPDC aiming to open the ensuing year, it will have the opportunity to scrutinize and improve upon the resources and instructional materials utilized by its slightly older peer.

C. METHODS OF INSTRUCTION

Instructional Methods and Philosophy: *Demographics Do Not Determine Destiny.* To build a culture and instructional program that rivals the best schools in the country, we believe it is essential to instill rigorous academic expectations and firm behavioral standards. Only the best will be acceptable from our students, teachers, and leaders. We communicate our "***Work Hard. Go to College. Change the World!***" motto in four essential ways:

- 1) *Rigorous academics with frequent evaluation;*

- 2) *Exemplary teaching;*
- 3) *More time to learn engaging curriculum; and*
- 4) *A respectful school culture with a disciplined environment.*

(1) Rigorous Academics with Frequent Evaluation

Democracy Prep is committed to demonstrating objectively that students are learning a rigorous curriculum and preparing for success in college and citizenship. In order to accomplish this goal, we will measure academic progress extensively and precisely using a wide variety of ongoing assessment tools. In addition to District of Columbia and privately developed assessments, we will ensure that pre-test and post-test assessments developed by the school are frequent, relevant, and aligned with DC standards. DPPS elementary schools use carefully designed lesson plan templates that are customized for each subject taught. All plans are designed based on measurable objectives, which are aligned to Common Core State Standards. Additionally, teachers script out their lessons, planning not only the questions they will ask but also the answers they expect from scholars. Moreover, teachers thoughtfully consider any content misconceptions scholars may hold in advance, allowing them to plan strategically for how they can break down content and clear up any misconceptions.

DPDC will use six-week interim assessment cycles to assess student mastery of standards-based knowledge and skills. Following each assessment, teachers analyze student performance data, identify which standards are causing the most difficulty, and create six-week “reteach” plans to address these deficiencies in conjunction with the preexisting scope and sequence for that time period. Additionally, teachers use interim assessment data to create tutoring groups that address student learning deficiencies and to help determine which students receive push-in instruction from instructional support personnel during class periods.

All grades are based on data at DPPS elementary schools. Scholars are given grades in terms of a 1 to 4 scale to determine where on the spectrum of proficiency they sit in terms of performance in any given subject area. Scholars receive grades for homework, class work, exit tickets, published writing pieces, quizzes, tests, interim assessments, etc. Scholars’ reading levels are translated into a proficiency level at the elementary school in order to monitor their performance against standard grade level benchmarks, as well. Scholars also get grades for DREAM values on their report cards. These grades are given in terms of Excellent, Good, Needs Improvement, and Unsatisfactory, and they align to student behavior as per the tracking system in place. Exemplar grading weights and guidelines are outlined in a supplemental document attached to the end of this document.

Homework is assigned in reading, writing, and math every day, in every grade. Additionally, homework is given over the weekend and during breaks from school. Science, social studies, and other homework may be assigned at the teachers’ discretion at any time in addition to the standard homework assignments. Homework is checked and recorded every day. Co-teachers are responsible for this process, and scholars receive a grade for their homework on their report cards according to how they completed each day’s assignments throughout the trimesters.

All of our assessment data will be scrupulously analyzed using sophisticated statistical methods including multivariate regression analysis, scatter plot analysis, and test item analysis. Teachers

will be trained in these techniques during August professional development sessions and then meet each Friday afternoon to review specific assessment data in faculty working groups. In addition to helping understand the needs of individual students, the results of our internal and external assessments will help us to develop and modify our curriculum and our instructional methods. Baseline data prior to students' entrance to Democracy Prep will help determine the materials that need to be taught to incoming students.

In order to measure what students at DPDC know and are able to do, we will employ a robust assessment system that does not rely on any one measure or type of measure in isolation; instead, we will rely on four types of measures in concert. Each one of these measures is essential to the effectiveness of our system to determine if students have mastered the curriculum, if extra support is needed for individual students, if cohorts have progressed over time, if individual teachers have demonstrated effectiveness, and if we are accomplishing our overall mission. Furthermore, our assessment system is aligned to District of Columbia assessment methods so as to ensure appropriate comparison with traditional public and other charter schools.

Baseline data will be collected in all four types of assessment measures as follows:

Absolute Measures

Absolute measures are those that are based on a specific set of pre-determined content knowledge and skills. These measures are also called criterion-referenced, standards-based because they measure against criteria rather than other students or students over time. Their goal is to measure academic proficiency against a standard of knowledge and skill that does not change. Proficiency on these exams is an indicator of a student's likely ability to pass high-stakes high school exams and succeed in college.

Examples of this type of test are the DC CAS and the Advanced Placement exams for our Upper School Students. Under NCLB, it is our goal to make Adequate Yearly Progress or Safe Harbor on the District exams in Reading and Math for all sub-groups of students in the school as disaggregated by race, income, special education status, and English proficiency.

Value-Added Outcome Measures

Many students, even those in elementary school, enter Democracy Prep lagging behind grade level in Reading and Math. As a result, one of the most important indicators of our success in early grades will be the amount of value we add to our students' scores. Value added scores will measure both the progress of individual students over time as well as cohorts of the same students over time. Because this measure compares students to their own data, it controls for demographic factors that may influence performance.

We will measure added value on a nationally normed test such as the Measure of Academic Progress (MAP). This test will allow us to compare our student performance to similar age students across the nation. Progress of students will be expressed in Normal Curve Equivalent (NCE) scores and converted into percentile rank or Grade Level Equivalent for dissemination. The increase in percentile rank will demonstrate progress being made by Democracy Prep students compared to that expected of the national sample. While rapid value-added improvement alone is not enough to ensure proficiency on the Regents or other criterion referenced exams, it does demonstrate progress towards that goal.

Value added measurements will also be conducted for our criterion-referenced tests like the DC CAS. These results will be expressed in scale scores, which represent a specific level of skill and knowledge. Students will be expected to demonstrate an improvement on their scale score in each successive grade at a rate that will ensure that they eliminate the gap between current performance and proficiency.

Comparative Outcome Measures

In addition to examining academic goals in terms of absolute student achievement and the value that Democracy Prep has added to cohorts and individual students, we also compare our performance to students from across the surrounding Ward, demographically similar schools, charter schools, and the District of Columbia.

Internally Developed and Externally Validated Measures

In addition to the external standardized assessments that are an essential part of preparing our students to enter college, we believe that other indicators and assessments are even more important to prepare them to *succeed* in college. We do not believe it is valuable to “teach to the test” but that it is important to prepare every student to succeed on any form of assessment, be it designed by the school or standardized. The most frequent formative tests take place weekly in every class. These teacher-designed tests are scored based on objective and externally validated rubrics. A second assessment is a system of six-week assessments pioneered by other *no excuses*, high-performing charter schools. These systems test cumulative knowledge and provide robust assessment data on a routine basis in advance of the year-end exams.

Democracy Prep Public Schools, with the support of curricular experts and teachers, will design and support DPDC with administration of interim assessments based on state standards that have been planned backwards from the point of college preparation at the end of grade 11.

The chart below represents a selection of the academic metrics used to measure student performance.

Name of Assessment	Subject(s) Assessed	Description	Grade Levels
STEP	Reading	The STEP Literacy Assessment® is a developmental literacy assessment, instructional tool, and data management system that defines the pathway and tracks the progress of pre-kindergarten through third grade students as they learn to read using research-based milestones.	K-5
F&P	Reading	The Fountas & Pinnell Benchmark Assessment System (BAS) links assessment to instruction along The Continuum of Literacy Learning. This comprehensive system for one-on-one assessment reliably and systematically matches students’ instructional and independent reading abilities to the Fountas & Pinnell A-Z Text Level Gradient.	3-5

ANet	Reading, Math	Every six to eight weeks, schools administer two ANet assessments — one in English Language Arts and one in Mathematics — to students in grades three through eight. Each assessment takes place during one regular classroom period and tests recently taught material.	2-5
LAB-R	Listening, Speaking, Reading, Writing	The LAB-R is given to all eligible students (when their HLIS form indicates that their home language is not English) to check their level of English ability and determine if they are eligible for ESL services.	K-5 ELLs only
Bi-Monthly Writing Prompts	Writing	On a bi-monthly basis, DPDC will provide students with writing prompts and use specified rubrics to diagnose student writing strengths and deficiencies.	K-5
DC CAS	Reading, Math, Composition, Science, Health	DC CAS exams are criterion-referenced assessments designed to measure the academic proficiency of students relative to their mastery of the DC Content Standards.	3-5
MAP	Reading, Language, Math	MAP® for Primary Grades are diagnostic and computerized adaptive assessments in reading and mathematics, specifically tailored to the needs of early learners.	K-5
ACCESS	Listening, Speaking, Reading, Writing	The Office of the State Superintendent administers the ACCESS Exams to all students who have been designated ELL to determine progress and exit criteria.	K-5 ELLs only
US Citizenship Civics Exam	Social Studies	The U.S. Citizenship Test is a required step in the naturalization process. All U.S. citizenship applicants, with some exceptions, must pass the citizenship test before taking the Oath of Allegiance and officially becoming United States citizens.	5

To supplement DC CAS, and to provide teachers and school leaders with student performance data prior to grade three, DPDC will administer a number of nationally normed assessments (e.g. STEP, MAP, and Fountas & Pinnell). Additionally, DPDC will utilize resources included in the Scott Foresman Science Program and the Core Knowledge curriculum to create appropriate assessments designed to gauge student mastery of the DPDC science and social studies standards. These assessments, because of their intentional use of commercial curricula, are included here as nationally normed assessments.

These assessments and the corresponding grades in which they will be administered are summarized in the chart below.

Nationally Normed Assessments

	Kindergarten to Grade 2	Grade 3	Grade 4	Grade 5
Math	MAP	MAP	MAP	MAP
English Language Arts	STEP MAP	Fountas & Pinnell MAP	Fountas & Pinnell MAP	Fountas & Pinnell MAP
Social Studies	Core Knowledge Scott Foresman	Core Knowledge Scott Foresman	Core Knowledge Scott Foresman	Core Knowledge Scott Foresman US Citizenship Exam
Science	Core Knowledge Scott Foresman	Core Knowledge Scott Foresman	Core Knowledge Scott Foresman	Core Knowledge Scott Foresman

Finally, DPDC believes it is important to collect and analyze student performance data by administering a number of internally created and comparative assessments. While these assessments will not be used primarily for external reporting purposes, they provide teachers, instructional leaders, and the Democracy Prep Public Schools network with critical real-time data necessary to identify the specific skills with which individual students are struggling and to plan daily intervention and remediation. These assessments are based on those used by other schools throughout the Democracy Prep and Achievement Networks.

In the lower grades K-1, DPDC will use internally designed assessments in Math, Science and Social Studies. Beginning in grade 2, DPDC will use Achievement Network interim assessments in Reading, Writing, and Math. The Democracy Prep network does not use comprehensive exams in grades K-2, and when implementing final exams in grades 3-5, they are never a “one-time, high-stakes test.” Rather, assessment data is always used to determine how teachers can best meet the needs of their students as fast as possible. For example, if data show that a group of third grade students across different classrooms are having difficulty adding fractions, teachers may use interim assessment data to pull these students for extra practice during a music lesson, may invite them as a group to intensive after school or Saturday tutoring, or may create targeted interventions and work with parents to reinforce these skills at home.

Internally Created Assessments

	Kindergarten to Grade 1	Grade 2-5
Math	DPDC Interim Assessments (administered every 6-8 weeks) Teacher created assessments weekly including quizzes, tests and exit tickets.	Achievement Network Interim Assessments (administered every 6-8 weeks) DPDC Interim Assessments

		Teacher created assessments weekly including quizzes, tests and exit tickets.
English Language Arts	Teacher created assessments weekly including quizzes, tests and exit tickets.	Achievement Network Interim Assessments (administered every 6-8 weeks) DPDC Interim Assessments Leveled Writing Rubric (administered monthly) Leveled Participation and Oral Presentation Rubric Teacher created assessments weekly including quizzes, tests and exit tickets.
Social Studies	Teacher created assessments weekly including quizzes, tests and exit tickets.	DPDC Interim Assessments Teacher created assessments weekly including quizzes, tests and exit tickets.
Science	Teacher created assessments weekly including quizzes, tests and exit tickets.	DPDC Interim Assessments (administered every 6-8 weeks) Teacher created assessments weekly including quizzes, tests and exit tickets.

(2) Exemplary Teaching

Democracy Prep teachers must do whatever it takes for our students to succeed in college and to engage in their communities as active democratic citizens. This ambitious goal can only be attained through exemplary teaching by every member of the faculty. The leadership team will also model best practices and stay connected with the classroom through weekly visits to every classroom in the school daily.

Teachers at Democracy Prep will be treated as professionals, provided with all necessary technology (computer, phone, voicemail, email, etc.), appropriate classroom supplies, a personal professional development budget, and essential support at all times. Teachers will receive a minimum of two hours of preparation time daily, Monday through Thursday, dedicated exclusively to grading and lesson planning. Teachers have a preparation block twice a week at the same time as grade-level colleagues and twice a week with subject-area colleagues to ensure the opportunity to collaborate, discuss pertinent student issues, and to be used for peer observation. Most importantly, our teachers will work closely with colleagues who get great results and are committed to the same mission.

One of the most frustrating experiences for a teacher is to work hard to establish norms in a classroom only to have them undermined in a room down the hall. At DPDC, there will be consistent instructional practices in every classroom. While there is not one correct way to teach

content, students must have consistent routines, blackboard configuration, grading practices, and behavioral expectations in every class. For example, Democracy Prep students will enter classrooms by lining up outside the room silently and receiving a firm handshake from the teacher. Students will enter and begin a silent “Do Now” assignment at their desks. After five minutes, students will rise and greet their teacher with a chant, song, or other warm-up activity designed by teachers and practiced in Advisory. Following the “Do Now,” students will look at the common board configuration, review the lesson’s aim, agenda, homework, and begin a period of direct instruction of new material before breaking into teacher-designed activities in groups, pairs, or as individual practice. Each class ends with a review of the aim and an “Exit Ticket” that emphasizes comprehension of the class’s specific and measurable aims with at least three questions that evaluate student mastery. Exit Ticket data is gathered regularly and evaluated by teachers to identify individual and group deficiencies.

Classrooms at Democracy Prep will be bright, exciting, lively places that reinforce the mission and values of the school. In each classroom, the mission and motto will be clearly displayed. Around the whiteboard will be the DREAM values, Mission, and college graduation year. Our classrooms will be named after colleges and universities and decorated in the style and colors of our teachers’ alma maters. Thus, Room 101 might be known as Morehouse College, decorated in maroon and gray with Morehouse memorabilia, banners, campus maps, pictures of the Maroon Tiger mascot, and photos and quotes from notable Morehouse graduates like Dr. Martin Luther King Jr. and Spike Lee. Room 102 might be the University of Iowa, with a black and gold color scheme, Hawk eyes peering down, and poetry from the Iowa Writers Workshop. Common spaces, including the restrooms, will be kept in immaculate physical condition. Guided by the philosophy that Democracy Prep citizen-scholars always leave a place better and cleaner than they found it, students will be expected to pick up any debris and report even minor incidences of vandalism such as a stray pencil mark on a desk.

(3) More Time to Learn Engaging Curriculum

Elementary students will attend school Monday through Thursday from 7:45 am to 4:00 p.m., until at least 1:00 p.m. on Fridays and two Saturdays each month. The school year is a minimum of 190 days, and students in need of additional individual support or required remediation will attend school on additional Saturdays and during some vacations. Students who have not yet mastered the grade’s content expectations will attend a mandatory Summer Academy for a total of up to 33 additional “Opportunity Days” throughout the year. There will be no wasted time in classrooms, hallways, or assemblies because teachers use routines and common expectations to minimize disruptions.

(4) Respectful School Culture with a Disciplined Environment

Democracy Prep is founded on the belief that a safe, structured, and supportive school community is essential to ensure dramatic academic gains for all students. We adhere to a “broken windows” approach to school discipline and a “tipping point” approach to school culture. Democracy Prep will focus relentlessly on appropriate consequences for small issues in order to ensure that more significant negative behaviors are unlikely to occur.

Specific methods of instruction for English Language Learners. DPDC will serve any and all students who are English Language Learners (ELL) through a process of Structured English

Immersion (“SEI”). DPDC’s academic faculty work to prepare *all* students, including those with limited English proficiency, to graduate with the essential knowledge, skills, and character to succeed in college and citizenship. A prerequisite to achieving this is that every DPDC student must become a literate and fluent reader, writer, speaker, and listener of Standard English as quickly as possible. As such, it is one of DPDC’s chief aims to work with identified ELL students in an inclusive SEI program that provides them with the challenge and extra supports needed to rapidly achieve proficiency in English. This SEI model does not segregate ELLs from their English speaking peers, and SEI students have consistently scored higher than those enrolled in traditional bilingual programs in large scale studies.

ELL students will receive the same academic content and be held to the same academic standards as native English speaking students. In order to ensure academic success, DPDC teachers, who will receive professional development to enhance their skills in working with ELL students from the ELL Coordinator on the ACT Team as well as from the Academy Director and DPPS staff, will carefully monitor all ELL students and develop interventions designed to support these students where required. Interventions will include modifying the level of the English language that classroom teachers use in their instruction, pull-out intensive tutoring in English during study hall and non-core academic subjects, push in services by a teacher who is fluent in the student’s native language, pairing with another student who speaks the ELL student’s native language, home visits by a staff member who speaks the student’s native language, and other support services. Reading programs like DPDC’s, which focus on phonics, have been shown to be particularly effective for low income and ELL students.

Through DPDC’s extended school day and extended school year, ELL students will benefit from dramatically increased exposure to English speaking, listening, reading, and writing. This will speed acquisition of English. To ensure the instruction reaches ELL students, the ELL Coordinator, who is a member of the ACT Team, will be charged with supervising teachers as they diagnose each student’s needs, provide and adjust instruction according to data and feedback, and closely monitor student progress. To complement the SEI program, the ACT Team, supervised in this area by the ELL Coordinator, will provide individualized support to ELL students with push-in and pull-out instruction and targeted tutoring as needed. All ELL students at DPDC will be held to the same academic standards to which we hold all other students. ELL students will receive individualized support from the ACT Team in their efforts to reach and surpass these standards, but they will not be promoted to the next grade if they are unable to meet grade level standards. This approach is consistent with the mission to prepare all students for success in college and citizenship.

All students will have equal access to all programs and services including: instructional services (e.g., tutoring); support services (e.g., guidance and counseling); all school programs, including music, art, vocational, and technology programs; and all after school programs including athletics. Recognizing that ELL students bring an array of talents and cultural practices and perspectives that can enrich our school and society, students will maintain and enhance their native language skills through cultural enrichment opportunities throughout their time at DPDC.

DPDC recognizes that many ELL students have first language and literacy knowledge and skills that boost their acquisition of language and literacy in English or another second language. As Democracy Prep has demonstrated in its schools, being identified as ELL or Special Education is

not a stigma or item of shame for our students. By changing the language to refer to our Academic Collaboration Team, and by providing tutoring, enrichment, small group, pull-out, and push-in, services for all students, students at DPDC do not feel shame about their differences or challenges, but rather pride for the accomplishments they demonstrate over time in partnership with their DREAM Team of teachers and classmates. Students at schools currently operated by Democracy Prep seek out and request to be supported by the ACT team, rather than attempting to hide their ELL or Special Education status.

As with all aspects of DPDC's operations, staff will collect data on student performance in order to monitor the efficacy of our ELL program. Specifically, DPDC will look to assessments of ELL students, including improvements in performance on the ACCESS for ELLs test, nationally-normed tests and teacher-created assessments to determine whether our program is effective in improving our ELL students' English proficiency levels and ensuring that they are meeting or exceeding content and skill standards across the curriculum. In order to make these comparisons, we will disaggregate assessment results by ELL and non-ELL students at every possible opportunity and use that data to continuously improve our instructional strategies.

Specific methods of instruction for students with disabilities. The guiding philosophy at DPDC is to minimize the impact of a student's disability while maximizing his or her access to support services and the college-preparatory general curriculum. Special educational students at DPDC will receive a Free Appropriate Public Education (FAPE). They will be offered appropriate evaluations and assessments. To the maximum extent allowed by each student's circumstances and Individual Education Plan (IEP) and all applicable federal laws, including the Individuals with Disabilities Act (IDEA), DPDC will educate students with disabilities in the least restrictive environment (LRE), with their non-disabled peers. Disabled students, along with their parents, will be involved in the development of and decisions regarding their IEP. DPDC is committed to providing full access to appropriate procedures and mechanisms for students, along with their parents, to resolve any disputes or disagreements that arise or are related to the provision of FAPE or LRE by either DPDC or the school district. DPDC will not discriminate in admission and enrollment practices on the basis of any student having or being suspected of having a disability.

As stated above, DPDC will instruct students with disabilities in the least restrictive environment. Special and separate classes, or other removal of students with disabilities from the regular educational environment, will occur only if education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In order to provide all IEP and Section 504 (Rehabilitation Act) services, DPDC has designed a model that is flexible and fully compliant with applicable laws. DPDC teaching staff will be supported by an Academic Collaboration Team to support students at academic risk, including but not limited to Special Education students and English Language Learners. ACT Team Members may be assigned to specific grades, subject areas or to a particular caseload of students based on what will be the most educationally-effective model for the needs of students, including those with IEPs, in any given year. ACT Team Members will be responsible for implementing classroom-based IEP services, Integrated Co-teaching services, Special Education Teacher Support Services ("SETTS"), and ensuring access to the general curriculum for all students on

IEPs through differentiation, accommodations, and necessary modifications.⁶ The co-taught classes will be lead by at least one general education teacher and an ACT Team Member. The approaches to co-teaching that will be employed at DPDC will include but are not limited to:

- Direct Co-teaching – Both teachers lead the class in direct instruction, seamlessly switching from one teacher to another at different points during the lesson.
- Parallel teaching (Unmodified curriculum) – The class will be divided into two groups. Each teacher instructs her group in the same lesson at the same time.
- Parallel teaching (Modified curriculum) – The class will be divided into two groups. Each teacher will instruct her group in material specifically designed for them. Direct instruction will occur simultaneously. This methodology will be used based on the demonstrated academic needs of students with IEPs. The modified curriculum will seek only to differentiate the presentation of instructional material, it will not modify the standards being presented, and students will still be evaluated by the same academic benchmarks.
- Rotational teaching (Alternative teaching) – Both teachers will co-plan a set of lessons. One teacher will lead direct instruction for the unit of lessons while the other teacher supports students who are in need of support, focusing on students with IEPs.

The models listed above may be used interchangeably throughout the year based on the academic, social and behavioral needs of the integrated co-taught classes. ACT Team Members will meet regularly with general education teachers to review instructional materials, plan the presentation of content, and ensure lessons contain accommodations that make the lessons accessible to students with IEPs.

Support from DPPS and existing schools in Democracy Prep network. DPPS staff and campus-based instructional will provide intensive, hands-on training for all DPDC staff in the school's core curricular and assessment systems, outlined below throughout the year. The PD program will prepare teachers to improve continually in their ability to execute the following components of DPDC's curriculum and assessment:

⁶ Whenever possible, DPDC will seek to hire excellent teachers who hold dual certification in a subject as well as in special education.

Common Core Standards & Performance Indicators	Literacy	Numeracy	Writing	Core Knowledge	Rules, Routines & Rituals
<ul style="list-style-type: none"> • K-5 ELA Performance Indicators • K-5 Mathematics Performance Indicators • K-5 Science Performance Indicators • K-5 Social Studies Performance Indicators 	<ul style="list-style-type: none"> • Read Aloud • Decoding • Fluency • Vocabulary • Reading Comprehension • SRA Reading Mastery • Planning • Data Driven Instruction • ANet Interim Assessments • Accelerated Reader 	<ul style="list-style-type: none"> • Saxon Instructional Materials • Saxon Assessments • Achievement Network Interim Assessments • Lesson Planning for Math at DPDC • Math Centers • Taxonomy and Math (Stretch It) • Guided Practice • Independent Lesson Practice 	<ul style="list-style-type: none"> • Writing Workshop Structure • Instructional Practices of Writer’s Workshop • The Writing Process • Conferring • The Writing Supplies and Tools • Assessment and Plans 	<ul style="list-style-type: none"> • Planning Effective Core Lessons • Core Classroom Management Best Practices • Core Instructional Best Practices • Assessing Core Knowledge • Guidelines for Social Studies Specific Best Practices • Guidelines for Science Specific Best Practices 	<ul style="list-style-type: none"> • Morning Routine • Classroom Expectations • Hallway, Bathroom, and Meal Time Expectations • Homework • Using the Academy Director • Community Meeting • Field Lessons • Professional Development Support

Lesson Planning Protocol

DPDC’s Professional Development program emphasizes the craft of effective lesson planning. The DPPS Academic Team staff and DPDC Academy Directors will lead sessions to develop staff knowledge of effective lesson planning through colleague feedback, revision, and alignment with learning standards and assessments. In these Lesson Planning sessions, one DPDC faculty member will present a lesson plan they have prepared for the coming week to his or her peers. The peer teachers will then ask clarifying and critical questions about the plan and suggest improvements. Feedback will focus on:

- Alignment between the Common Core Standards and the lesson objectives;
- Alignment between the component parts of the lesson and the lesson’s objectives;
- Feasibility of the time allotments and the lesson pacing;
- Rigor of the instructional approach and curricular materials;
- Refinement of Do Now, follow-up questions, independent practice, and Exit Ticket; and
- Connection to prior and future learning.

Data Analysis Protocol

Consistent with DPPS best practices, DPDC staff will embrace and build a culture of data-driven instruction where teachers and school leaders are continually engaged in a thriving conversation around improvement strategies. PD and constant practice focused on data-driven problem solving will reinforce the professional norm, where faculty independently discusses data with the

administration and amongst themselves. DPDC will conduct in-depth inquiry into the drivers of student achievement and underachievement by identifying areas of concern and describing the instructional approaches taken. Each teacher will present the assessment data and describe their instructional approach, and peers will suggest adjustments and share insights. To close, the presenting teacher will identify the most promising steps moving forward.

Instructional Technique / Taxonomy / Teach Like a Champion

Teach Like A Champion: 49 Techniques That Put Students on the Path to College by Doug Lemov informs DPDC’s approach to instilling the taxonomy of teaching practices and techniques that are critical to classroom effectiveness. These sessions are built around watching, discussing, and considering the relevance of actual examples of instructional techniques, most of which are codified in Lemov’s *Teach Like A Champion*. These sessions develop a shared professional vocabulary for DPDC staff, and focus on specific, concrete, observable techniques that exceptional teachers in high-poverty settings use to dramatically improve student achievement. DPDC faculty members will analyze the actions, words, and methods that make master teachers effective at a technique, and will discuss how to use the technique in their own classroom. Teaching techniques such as “Right is Right”, “100 Percent”, and “Every Minute Counts” can be learned and practiced by teachers strategically and purposefully to improve classroom management and student learning. A significant portion of the instructional effort at DPDC will be identifying predictable stumbling blocks that impede the development of students who are ready to learn. The taxonomy sessions will help DPDC build a backbone of classroom culture and instructional effectiveness and will help ensure that classroom management techniques are used consistently across classrooms and grades in order to maximize effectiveness.

D. STRATEGIES FOR PROVIDING INTENSIVE ACADEMIC SUPPORT

Meeting the needs of students who are substantially below grade level. DPDC’s instructional model incorporates supports for all students struggling academically, not just those with disabilities. All students languishing substantially below grade level in reading and math — regardless of classification — will receive increased attention through small-group instruction, individual tutoring, and other intensive academic supports designed to accelerate their academic growth. DPDC will also provide appropriate accommodations to all students progressing through the initial evaluation process prior to confirmation that the student is disabled and eligible for Special Education and related services.

A significant percentage of students attending schools within the DPPS network are substantially below grade level when they enter our schools. Among students in tested grades who sat for the 2013 New York State ELA Exam while enrolled at another school and who subsequently entered the Democracy Prep system prior to the outset of the 2013-14 year, 36.2% (208 of 575) received a 1 on the Exam. Among students in tested grades who sat for the 2013 NYS Math Exam and then subsequently enrolled in a Democracy Prep school prior to the outset of the 2013-14 school year, 42.9% (248 of 578) received a 1 on the Exam.

Providing a continuum of services for students with disabilities. In order to provide all IEP and Section 504 (Rehabilitation Act) services, we have designed a model that is flexible and fully compliant with applicable laws. We will have at least one full time teacher certified in

special education (ACT teacher) for students with mild and moderate special needs. This teacher will be responsible for implementing classroom-based IEP services and ensuring access to the general curriculum for all students on IEPs. The ACT teacher will focus on providing classroom-based inclusion services and pull-out services when required by an IEP. The ACT teacher or school social worker will serve as the Section 504 Officer. If, through the lottery process, a student is admitted who has profound or severe disabilities, DPDC will ensure that the student has the appropriately certified aides and teachers working with him or her to provide necessary services so long as they can function in an inclusive Collaborative Team Teaching (“CTT”) environment, as DPDC will not offer self-contained programs.

Democracy Prep plans to contract with the District or a qualified outside service provider to provide on-site pull-out related services including Occupational Therapy (OT), Physical Therapy (PT), Speech Therapy (ST), Counseling, Social Work and any other services specifically indicated in our students’ IEPs. All special education services will be provided by appropriately trained, certified, and licensed providers accountable to the campus director.

Establishment of a system to identify students suspected of having a disability. DPDC will comply with all federal Child Find legislation (34 CFR § 300.125), which requires the school to have in place a process for identifying, locating, and evaluating students suspected of having a disability. The DPDC referral process is attached as Exhibit A.

E. STRATEGIES FOR MEETING THE NEEDS OF ACCELERATED LEARNERS

Addressing the needs of accelerated learners. As indicated throughout this proposal, Democracy Prep is committed to serving students most at risk of academic failure, and the demographics of our student populations in Harlem and Camden reflect this institutional prioritization. Nevertheless, our instructional program provides sufficient differentiation to accommodate the needs of those who enter above grade level in reading and mathematics. Democracy Prep’s mastery-based curriculum, myriad enrichment opportunities, and Advanced Placement course offerings at the high school level afford all students — including accelerated learners — access to a learning experience tailored to their specific needs.

For example, in Guided Reading, students are grouped by ability level. Consequently, students who are above grade level will be grouped with the other highest scholars in their class during reading blocks and will be assigned more complex tests by their teachers. In Math, accelerated learners will have an opportunity to tackle “challenge work” during their daily problem-solving block.

Within their first two years of attending Democracy Prep Charter Middle School, 36% of students received a 3 or 4 on the New York State ELA Exam, and 83% received a 3 or 4 on the NYS Math Exam.⁷

⁷ Democracy Prep Charter Middle School is the only school in the DPDC network that has been operative long enough to provide reliable data on this measure. Additionally, because New York State’s transition to a Common Core-aligned assessment rendered scores on the 2013 ELA and Math Exams inconsistent with those received on previous year’s administrations, this proficiency data is from 2011 and 2012.

F. GRADUATION/PROMOTION REQUIREMENTS

Eligibility for promotion. Democracy Prep has tough standards for promotion. It is not automatically assumed that a scholar will pass from one grade to the next: the scholar must earn promotion by demonstrating mastery of the essential knowledge and skills. Scholars may not be promoted if they are performing significantly below grade-level standards. Promotion decisions will be based on a scholar’s grades, standardized test scores (when available), attendance, homework completion record, adherence to DREAM values, and other measures including teacher observations. Lastly, a scholar may be retained if he or she misses more than 9 days in a school year, has significant behavior problems that result in significant amounts of missed instructional time, or if the scholar has persistent trouble completing assignments.

Each year in January, elementary schools at DPPS communicate to families which scholars’ promotions are in doubt at that time in the year. Promotion in Doubt identification is based on reading level, math performance, attendance, behavior, and could also include performance in writing, as well. Scholars and their families meet with the teachers after being identified, and teachers provide customized action plans in relation to each scholar’s area of need. Action plans outline work to be done at home, as well as additional support that will be put into place during the school day. From the moment of identification until the end of the year, teachers communicate on a biweekly basis with families to discuss the growth and/or challenges of each scholar. The ongoing dialogue serves as a means to prepare the families and the scholar for the decision that is made by year’s end.

Scholars who do not meet the criteria for promotion may be retained or required to attend Democracy Prep Summer Academy. At the conclusion of Summer Academy, a final decision for promotion will be made and communicated to the family by the school leader. DPPS elementary schools run a Summer Academy program during the month of July. Scholars who are over the absence limit for the school year or who are not meeting grade level benchmarks in reading, writing, or math are required to attend. Retained scholars are highly encouraged to attend, though it is not required. DPPS Summer Academy for elementary scholars focuses on guided reading and direct math instruction, aligned and customized to the needs of the children that comprise the class. Class size is smaller in the summer, and scholars are reassessed at the end of the summer to determine whether or not they have made gains and can be promoted or whether they need to be retained for the upcoming school year.

4. SUPPORT FOR LEARNING

A. PLANNING YEAR

<i>Key Task</i>	<i>Initiation Time</i>	<i>Completion Time</i>
Identify and renovate facility	October 1, 2013	July 1, 2014
Solicit applications for and hire for instructional staff, Receptionist, and Registrar	October 1, 2013	May 1, 2014
Canvass within community and collect lottery applications	October 15, 2013	April, 2014

Founding Board transitions to Board of Trustees, holds first meeting, and hires school leader	October 15, 2013	December 1, 2013
DPSS Lottery Prep and Event	February 2014	April 2014
Adapt and finalize curriculum	February 2014	August 2014
Approve discipline, grading, attendance, and promotional policies	March 2014	June 2014
Collect Enrollment Acceptances and call off waitlist to full enrollment	June 2014	August 2014
Receptionist and Registrar put on payroll	July 1, 2014	August 1, 2014
Purchase Classroom Furniture and Materials	July 1, 2014	July 15, 2014
Set-Up Classrooms	July 1, 2014	August 1, 2014
Instructional staff put on payroll and enroll in benefits	August 8, 2014	August 30, 2014
Summer DPDC Professional Development	August 8, 2014	August 26, 2014
Summer Prep Academy at DPDC	Mid-late August, 2014	Mid-late August, 2014

Anticipated challenges of entering a new city. In the course of evolving from a cluster of four sixth-grade classrooms in a narrow corridor on the third floor of PS 92 in Central Harlem to a K-12 network that next year will operate eight campuses across Upper Manhattan, Democracy Prep has predictably endured its share of growing pains. We have learned from our missteps, internalized those hard lessons, and refined the systems and practices that will allow us to respond more effectively to the hurdles we anticipate encountering. Now, backed by a \$9.1 million grant from the United States Department of Education to support replication of our proven model, Democracy Prep is committed to growing steadily but intelligently. We will neither sacrifice quality in a sprint to reach scale nor deviate from our deliberate approach to expansion. Although an abrupt shift in D.C.’s political climate could conceivably create less favorable conditions for charter school operation, such developments are beyond our control, and the only reasonable countermeasure we can take to mitigate this risk is to exercise appropriate caution before committing to open schools in the District. We have, however, established systemized responses to the two most persistent impediments to growth we have faced during our maturation: talent shortages and inconsistent community support.

(1) *Talent.* The most significant barrier to operating at scale is a dearth of high-caliber teachers and school leaders. Although we receive 100 applications for each open teaching position, candidates often lack the hunger, humility, or intelligence to thrive in our *no excuses* culture. In order to avert a talent shortfall, Democracy Prep has honed a coherent, multidimensional approach to attracting, developing, and retaining exceptional adults to work in our schools. DPSS staff members undergo extensive performance reviews, receive weekly professional development during the school year and three weeks of intensive professional development in the summer, and are guided by explicit career ladders. These systems, outlined below in Section 4(d), help

ensure Democracy Prep classrooms — in New York and elsewhere — are replete with talented and dedicated educators.

(2) *Family and community engagement.* Community engagement is an integral component of Democracy Prep’s growth strategy. We are acutely aware that regional expansion plans unaccompanied by targeted community outreach efforts are unlikely to bear fruit. Without the support of local stakeholders, we will be unable to make a meaningful impact on D.C.’s educational landscape. Community communication and involvement at Democracy Prep is incredibly important to building our school culture and achieving our ambitious mission. We plan to engage local community organizations, elected officials and their constituents, and make personal connections with local residents of our surrounding school neighborhoods. In order to gain insight from those who work in the educational system every day, we will reach out to teachers working in traditional public schools and to community leaders of local parishes. Further detail on our community engagement strategy is provided below in Section 4(g).

In general, Democracy Prep’s replication efforts in recent years have been successful, though not without challenges. In order to guard against issues that affect quality, we have made several decisions.

Ensuring Consistent, High School Quality Across the Network

Democracy Prep’s expansion strategy privileges “quality-first” growth. Democracy Prep pursues growth if and only if it will both ensure the quality of new campuses *and* improve the performance of existing campuses. This trend has been seen from the first year of Democracy Prep Charter School, where scale scores have risen consistently every year both at a grade level and over time by the same cohort of students. In subsequent expansions and replications, school results improved each time, indicating that Democracy Prep is not reliant on one individual for consistent high quality results.

Attaining Scale With Appropriate Autonomy and Accountability for School Leaders

Democracy Prep trusts and empowers school leaders to make decisions to ensure teacher effectiveness and student achievement. The growth plan formalizes essential systems, and allows for leaders to individualize their campuses so long as they meet interim and long-term accountability metrics. Democracy Prep has already standardized certain key processes and policies across the network to ensure that leader autonomy is circumscribed to discrete areas and does not deviate from core program elements. For example, curriculum scope and sequence and interim assessments are aligned by grade level across all schools. Democracy Prep prepares and disseminates school leader, family, and personnel handbooks to all schools, but school leaders are welcome to propose changes to the network in order to meet their individual campus needs. Democracy Prep uses a network-wide student information system to efficiently track and analyze student data and leader performance.

Achieving Financial Sustainability With Public Funds

In order to serve as a proof-point for what all public schools can accomplish, all Democracy Prep schools will be operated and managed on public funds. Philanthropy may support the CMO during start up as well as *Leader U*, Democracy Builders, or facilities partners, but it will not supplement per-pupil funds for core school operating or management costs.

Growth, Quality and Capacity

To support its experienced management team, Democracy Prep already has a dedicated team of support staff at the CMO level. As Democracy Prep grows to serve more students, it will hire additional CMO level staff to support and manage school leaders. The Democracy Prep team has already shown the ability to grow with quality and bring on new talent when necessary to support the organization without becoming inefficient or over-staffed. Democracy Prep is explicit to its staff about its investment in their personal career growth. Democracy Prep’s “ruthlessly efficient” ethic exists within an environment that offers specific growth opportunities for all staff. This possibility to grow within Democracy Prep cultivates a sense that they are personally tied to the organization’s success, which decreases turnover. In addition, financial incentives are aligned to promote longevity including an increasing percentage of retirement contributions over time and a decreasing employee health-care share over time. While reducing teacher and staff turnover is a network-wide goal, turnover in-and-of-itself is not an unhealthy phenomenon. Democracy Prep’s annual target for staff attrition, whether categorized as positive, neutral, or negative, is between 10% and 25%.

Services provided by CMO and existing schools to ensure successful launch. In order to embed the fundamental features of the Democracy Prep model in each of the network’s schools, we will open a regional CMO hub to oversee the day-to-day operations of our D.C. campuses. Relying on operational and financial support from the home-office team in New York, the regional office will be charged with exporting the Democracy Prep DNA to D.C. and with ensuring that all schools are on track to meet our exacting expectations. The regional office will be a microcosm of the CMO writ large. Led by an executive director to whom all D.C. campus directors and CMO personnel will report, DPPS’s D.C. office will be staffed by a regional representative of the Finance, Academics, Operations, Talent, Knowledge Management, and Community Engagement Teams. Just as all Democracy Prep teachers in D.C. will have access to both a repository of standards-aligned curricular materials and assessments that have been fine-tuned by our instructional team over the past seven years and to network-wide professional development services, non-instructional regional personnel will be able to draw on a wealth of shared resources when providing administrative support for our D.C. schools.

B. SCHOOL ORGANIZATION AND CULTURE

Methods. *The Core Values of DPDC: D.R.E.A.M.*

Discipline. *We do our best or do it again!* Our scholars, teachers, and staff understand that discipline is the key to success. We have strict rules and high expectations. We expect our scholars to follow these rules, so they can learn in a safe and orderly environment. We expect our teachers and staff to enforce these rules to empower our scholars to succeed. We also support our scholars as they build the internal discipline necessary to do the hard work that it takes to get them to college. Discipline means staying focused, following rules, studying and reading every night, and establishing and adhering to personal routines that will lead to success.



Respect. *I’m nice to you, be nice to me.* Our community is built on respect. Teachers respect scholars by expecting them to achieve great things and by treating them with dignity and

fairness. Scholars respect all teachers and staff because without respect, precious learning time would be wasted. Scholars respect each other because we are a team and a family that works together to achieve our goals. We do not tolerate verbal or physical disrespect.

Enthusiasm. *Excited scholars, our school has them!* When you work hard, it is essential to find joy in your work. We believe in teaching children how to be joyful in their learning by approaching it with curiosity, gratitude, and tons of spirit! We also believe in creating opportunities for children to earn the ability to play together as a team, as enthusiasm is created both by working hard and playing hard. Enthusiasm means actively participating in every moment of class, asking questions when you are confused, adding color to a homework assignment even when the teacher doesn't tell you to, walking with urgency to and from classes, taking a risk to try something difficult, keeping your head up even when faced with a challenge and finding ways to show that you love what you do.

Accountability. *Always accept responsibility.* Accountability is the conscious and public act of taking responsibility for something you have done, good or bad. In order to work in a community with high expectations, respectful conversations, and positive attitudes, scholars, teachers, and staff will hold each other accountable for our words, actions and decisions. Accountability means admitting and apologizing for mistakes, changing hurtful behavior into supportive behavior, letting an adult know if someone is doing the wrong thing, accepting the consequences of our decisions, accepting praise and being proud of amazing accomplishments and hard work. Accountability shows that we understand the importance of our work.

Maturity. *When you act grown up, you'll be what you want to be.* Maturity is doing the right thing because it is the right thing to do, even if no one is watching. To be mature means that you find ways to be kind to your team and family – even toward the people that you do not like. To be mature means that you understand why we work so hard and put forth 100% effort because your future is important to you.

Acculturating new students. Democracy Prep believes that like academic skills, proper school behavior is not innate, but must be taught clearly and explicitly. Because our students come from diverse schools and backgrounds, all entering students — including those with disabilities and limited English language proficiency — begin their experience with Prep Academy, a week-long session in August at which students are taught the behaviors, routines, rituals, and rules of DPDC. In Prep Academy, DPDC administers assessments to establish baseline scores in each subject. In addition, students are taught how to learn at a Democracy Prep school. Prep Academy includes direct instruction in academic and organizational skills including how to organize binders, come to class prepared with necessary materials, take notes, put a proper heading on papers, raise hands in class, submit homework assignments, study for a test, ask respectful questions, etc. Prep Academy also includes social lessons as basic as how to walk in silent lines in the halls, hold the door for a classmate, say please and thank you, give a firm handshake, make eye contact, apologize for mistakes, make proper introductions, correctly wear the school uniform, properly use meal manners, and leave a place cleaner than one found it.

Building a positive learning environment for all students. All students, including those who are called off the waitlist during the school year and therefore do not have the luxury of attending

Prep Academy, become habituated to Democracy Prep’s rules, routines, and rituals through daily immersion in a positive learning community that helps prepare all students for success in college and citizenship. Core tenets of Democracy Prep’s approach to school organization and culture include:

Morning Motivation. Morning Motivation is a time when the school community comes together to get excited for their day, show what they know, and to demonstrate our extraordinary discipline and enthusiasm for school and learning! At the K-2 Morning Motivation, scholars do anything from performing college chants, to answering math meeting-like questions, to reviewing science and social studies content in a rigorous manner. In grades 3 through 5, scholars participate in more character development-type activities during which they get the opportunity to reflect on themselves and to learn more in depth about the potential of their future and the impact of their choices. Modern songs are incorporated for scholars to consider their themes and lyrics and to compare how the message of songs may be related to their experience as a scholar and as a person. Morning Motivation is designed to send all scholars to class for the day with positive, upbeat attitudes, a refreshed outlook, and a smile on their faces!

Civic Engagement. As a lifetime of active citizenship is a part of the mission of all DPPS, civic engagement begins right in kindergarten at a DPPS elementary school. All scholars from kindergarten through grade 5 do their civic duty by Getting Out the Vote (GOTV) for primary and general elections throughout the year. They wear yellow shirts that say, “I can’t vote, but you can!” They hand out flyers to people in the community to raise awareness about the election, and they cheer and chant through the city streets! Additionally, scholars will take advantage of DC’s standing as a legislative hub to advocate for various educational and social initiatives that directly benefit their lives. Civic engagement at a DPPS elementary school can also include service-learning projects, such as canned food drives, coin drives, community beautification initiatives, etc.

Town Hall. Town Hall takes place at the end of the day every Friday at all DPPS elementary schools. This is a time when the entire school comes together to celebrate the learning and achievement of the scholars. In addition to creatively engaging the entire school in skits, chants, cheers, and songs, Town Hall has other crucial components that help to promote the mission of DPPS and to strengthen school culture. These components include the Pledge of Allegiance, the Pledge to My Future, the honoring of Scholars of the Week, the celebration of birthdays, and the incorporation of a citizen-scholars-in-training component. The School Leader facilitates Town Hall. However, other teachers and leaders in the school may help to facilitate different portions of the meeting (e.g. the civic education coordinator leads the citizen-scholars in training component.) Further, scholars gradually take on more and more of a role in Town Hall (e.g. opening drum beat, reading the agenda, honoring Scholars of the Week, class performances) as the year unfolds.

FUNbruary. Each year at a DPPS elementary school, all staff and scholars will enjoy the month of FUNbruary! FUNbruary is designed to infuse even more joy and excitement into the school at a time in the year when a boost of energy is well-needed. Special days and activities are incorporated into the month to facilitate this FUN. For example, schools may choose to have special days such as wacky sock day, college t-shirt day, choose your shoes day, and sticker day

to name a few. Additionally, special FUNbruary activities could include musical minutes (during which the entire school hears a song for one minute over the PA and can get up and dance in the middle of class), trivia games, and special performances (e.g. teacher theater, Town Hall celebrations, etc.). Further, Valentine’s Day treats are distributed to everyone, and typically, the 100th day of school falls in the month of FUNbruary. This is yet another event to celebrate in the spirit of FUN during this special month at DPPS!

Field Day. At the end of every school year in June, DPPS elementary schools partake in a Field Day a celebratory culminating event. Coordinated by the Physical Education teachers, Field Day is when all of our scholars and staff enjoy physical activities and games in an open field. Families also participate in the day, as they help to run the games, manage the food distribution, and enjoy in the fun. Scholars rotate through the different activities, earning points for their team based on their performance at each station. The day winds down with the entire school eating a picnic lunch together, and the winning team for the day being awarded with recognition and a trophy to be housed by the school to commemorate the year.

Stepping Up Ceremonies. As our scholars complete each year of their elementary education, our school community and families celebrate with them at each grade level in what we call a Stepping Up Ceremony. At the ceremony, teachers speak about the class as a collective in an opening speech. Scholars are acknowledged individually with certificates of participation in the grade (even scholars who may be retained), and individual scholars are honored with content awards based on outstanding achievement. It is important to note that we do not use the word “graduate” even with our grade 5 scholars, as graduation is a special time that we celebrate when scholars finish high school and are on their way to college!

Field Trips. Field trips are one way that we make sure our DPPS elementary scholars are exposed to the world. All scholars will get the opportunity beginning in kindergarten to go to at least one college visit per year. In addition, other trips are scheduled throughout the year that support the curriculum and provide an academic “adventure” for the scholars in various content areas. Scholars also go on DREAM trips that they earn as a result of collecting DREAM dollars (e.g. bowling, ice skating, a trip to the Google offices, etc.).

After School Clubs. Enrichment time is offered to our scholars in the form of after school clubs at all DPPS elementary schools. Each teacher is responsible for running a 45-minute club after school at least one day a week for one trimester during the year. Clubs are determined by teacher interest and expertise. Scholars are invited to join after school clubs on a first come, first serve basis. Participating in after school clubs is voluntary.

[Complaint resolution policy for parents.](#) Democracy Prep Public Schools is committed to maintaining a strong partnership and ongoing dialogue between its teachers, staff, scholars, and families. If you have a concern about a school policy, academic grade, discipline decision, or anything else, we welcome your input and encourage you to contact the appropriate staff member at the school. We are committed to addressing the concerns of our families and seeking a resolution that first and foremost benefits the academic development of your child toward success in the college of his or her choice.

Informal Complaint Process. If a parent or guardian has a concern or disagreement about a classroom event, curricular or disciplinary decision, or other academic issue, he or she should first contact the teacher to attempt to resolve the disagreement through *informal* discussion. If the concern is not adequately resolved, the parent or guardian should request a further meeting. The teacher will contact the school leader and schedule the follow-up conversation. All Democracy Prep staff members are expected to respond to a parent/guardian complaint. Every effort will be made to respond to a parent/guardian complaint as quickly as possible.

Formal Complaint Process. If the informal complaint process fails to produce a satisfactory resolution, a parent or guardian may initiate a *formal* complaint by submitting a letter in writing to the school leader outlining, in detail, the events, policies, or decisions at issue. The school leader will promptly conduct a thorough investigation into the matter and issue a response in writing detailing his or her findings and recommendations. If the parent or guardian is still not satisfied, he or she may appeal the school leader's determination to the Assistant Superintendent for Elementary Schools.

Board of Trustees. If the matter still remains unresolved, the parent or guardian may write to the Board of Trustees to request a review. An item will be placed on the Board's agenda during its next regularly scheduled meeting, and the parent or guardian will have an opportunity to address his or her concerns with the Board at that time. The parent or guardian will be asked to limit his or her comments to 3 minutes. If additional time is necessary for public participation and comments, an extra 30 minutes will be allotted at the end of the Board meeting. A parent or guardian may address the Board at any meeting without going through the informal and formal complaint processes outlined above, but the Board encourages these constructive conversations with the relevant parties prior to direct outreach to the Board. The Board has the power and duty to take action as appropriate.

Authorizer. If, after presentation of the complaint to the Board of Trustees, the parent or guardian believes that the Board has not adequately addressed the complaint, the parent or guardian may present the complaint to the school's authorizer, which may investigate and respond. The authorizer has the power and duty to take remedial action as appropriate.

C. SAFETY, ORDER, AND STUDENT DISCIPLINE

Providing a Safe and Orderly Environment. In order to foster a schoolhouse culture conducive to scholarship and citizenship, Democracy Prep strives to maintain a safe and orderly environment for students, teachers, and staff. The DPPS Elementary School Student & Family Handbook, attached in Section I, sets forth a Code of Conduct that clearly defines what constitutes reasonable and acceptable behavior on the part of students and other community members. Democracy Prep will not allow students who engage in disruptive behavior to interfere with the education of their peers. Therefore, each instance of misbehavior will result in the imposition of an appropriate consequence. Consequences may vary based on the age and grade level of the student, the severity of the incident, and the frequency with which the incident takes place. Such consequences may include:

- Scholar reflection on community violation (may be written, private or public);
- Removal of school privileges (including school trips, in-school privileges, etc.);

- Lunch or after-school detention;
- School/community service;
- In-school suspension;
- Short-term out-of-school suspension; and
- Long-term out-of-school suspension.

DPPS is steadfastly committed to serving all scholars — especially those who need us the most — while simultaneously protecting the strong and supportive culture that makes instructional gains possible. DPPS maintains high expectations for adult and student behavior. Accordingly, scholars and staff members alike must internalize the DREAM values and conduct themselves in an appropriately disciplined, respectful, enthusiastic, accountable, and mature fashion. DPPS utilizes a comprehensive system for ensuring positive behavioral support that features both incentives (e.g. college trips, civic expeditions, dress-down days, lunch privileges) for maintaining robust DREAM Dollar balances and negative consequences (e.g. send-outs, detentions, suspensions) for violating the Code of Conduct disseminated at the outset of each year to each scholar and family. The equitable implementation of this system is critical to the success of our scholars.

It is the school’s job to connect the dots for scholars and families on exactly why we work so hard and why we are so strict. Those concepts must come through the following avenues:

- New scholar enrollment;
- Family Orientations;
- Prep Academy;
- Coffee and Conversations;
- Official school notifications; and
- Ongoing informal communication and meetings with staff, scholars, and families.

Behavior and Discipline Philosophy. DPDC’s approach to student behavior will be overwhelmingly positive. Although there will be clear, strict consequences for poor behavior, we believe that positive recognition of good behavior is most essential to fundamentally improve student behavior. DPDC teachers will work to recognize all students for their accomplishments, even if they are small or based on consistent growth. Achievement of high standards and improvement will be celebrated with both students and parents. Students will regularly receive positive DREAM Dollars and other means of congratulating them on a particular area of success. Parents will regularly receive positive phone calls from teachers, who are expected to call all their scholars at least once every two weeks.

Democracy Prep strives to keep its scholars in school and in classrooms. When a scholar’s actions are detracting from the ability of others to learn in a safe, value-added environment, it may be necessary to remove the scholar temporarily from the classroom and — if negative behaviors persist — from the school. Before scholars are removed from the learning environment, however, teachers and leaders must undertake preventative measures. Teachers are expected to consistently enact preventative discipline strategies, to enforce consequences evenly and fairly, and to communicate regularly with scholars and their families to keep them apprised of a scholar’s progress. The leadership team is expected to analyze data regarding behavior

incidents and to determine the appropriate courses of action needed to ensure fair and equitable application of the disciplinary system. Additionally, Campus Directors are charged with discerning trends from disciplinary data and implementing proactive measures to prevent behaviors that lead to increasingly severe consequences.

Furthermore, DPPS teachers are expected to proactively handle potential disciplinary matters using least invasive forms of correction and other techniques. They include, but are not limited to, the following:

- **Proximity** – Teachers need to actively “break the plane” while teaching. As opposed to standing in one place (particularly at the front of the board), teachers are to actively circulate the classroom as they are teaching. While circulating, teachers should stay in closest proximity to the scholars who typically struggle academically and/or behaviorally. Teachers are also expected to use appropriate proximity when making a verbal correction to a scholar. Corrections given in close proximity prevent the interruption of instruction and mitigate potential confrontations between a scholar and teacher.
- **Silent Corrections** – Teachers are to give silent corrections for smaller peccadilloes (i.e. not sitting up straight, not tracking the speaker) that can potentially impede instruction if left unchecked. Teachers can give silent corrections (i.e. hand motion pushing upward along with eye contact) that alert scholars that smaller behaviors need to be fixed before they become a “gateway” to larger offenses.
- **Positive Group Corrections** – Teachers can utilize these corrections in order to cajole their peers to follow the positive behavior displayed by their peers. For example a teacher could state, “I love the fact that Jonathan, Halima, and Jose are showing great urgency and getting to work.” This, as opposed to publicly chastising the scholars who did not get to work, will likely have the same effect on the scholars while injecting a sense of positivity into the room.
- **Anonymous Individual Correction(s)** – Teachers can use this technique to correct the behavior of a scholar without referring to them directly by name. As opposed to saying “Leroy and Tasha, sit up properly in your chairs,” a teacher can say, “There are two scholars who need to sit up properly in their chairs.” Combining the Anonymous Individual Correction with an acknowledgement after the correction is made allows teachers to correct behaviors without alienating scholars or sparking a confrontation that could lead to larger consequences.

Proposed Discipline Policy. Democracy Prep establishes and maintains a scholar and teacher community that is efficient and orderly, warm and productive. The DREAM Dollar system is one way that our staff, families and scholars can measure their success internalizing the school’s DREAM values. The DREAM Dollar system is a merit-based system in which scholars are “paid” DREAM Dollars each day they arrive to school on-time, in uniform, in possession of the necessary materials, and prepared to demonstrate DREAM values. Scholars who go above and beyond the school’s expectations can also earn additional positive DREAM Dollars. When scholars violate the expectations established through the Code of Conduct, they will lose a certain amount of DREAM Dollars as a consequence.

The DREAM Dollar system is adapted appropriately based on the emotional and intellectual development of the child. The expectation is that our scholars are participating appropriately in our community and contributing to our efficient, orderly, warm, and productive environment. DREAM Dollars are introduced in kindergarten; each year thereafter, the concept of DREAM Dollars as a measure of behavioral success adapts to the grade-level abilities and needs of our scholars. For example, as scholars develop the ability to manage their own engagement in a classroom setting, scholars are held accountable for remaining engaged in a lesson through eye contact and asking and answering questions. As scholars grow older, expectations for engagement may change. What remains constant is our expectation that scholars show the DREAM values; what changes is the specific indicator of that value. Below is a list of specific behaviors that may be expected from Democracy Prep scholars, depending on their grade level.

DREAM Value	Expectations
Discipline	Follow specific directions the first time given.
	Remain silent when silence is asked for and during instructional and independent work time.
	Adhere to a consistent study schedule at home.
Respect	Be respectful with your body language and attitude.
	Be verbally polite to those around you even when you are given a direction you do not like.
Enthusiasm	Use STAR posture. (Sit straight up and tucked in behind your desk, Track the speaker, Ask and answer questions, and Raise your hand throughout the school day)
	Move quickly from place to place and from task to task.
Accountability	Apologize and take responsibility for mistakes that you might make.
	Come prepared and organized to school each day.
Maturity	When no one is looking, still behave as if all of your teachers and family were in the room watching and listening to you.
	Be a responsible role model and leader for yourself and your classmates.

At a DPPS elementary school, the behavior system is built around these core values. Additionally, behavior is tracked using a school-wide color system. Scholars arrive at school every day on Green. With checks and color changes, scholars may move to Yellow or Red. However, by exceeding behavioral expectations (e.g. by taking initiative to promote citizenship, going above and beyond in an academic manner, etc.), scholars may advance to Blue. Scholars get a color for the morning, a color for the afternoon (everyone resets to Green after lunch), and a color for their work in the elective for the day. Colors get reported to parents each night, and parents verify that they saw the behavior chart that goes home with the homework packets. Additionally, scholars who end on Green or Blue earn \$5 or \$10 DREAM dollars respectively. These DREAM dollars accumulate over the year. Individuals earn special prizes for compiling the highest DREAM Dollar balances, and classes earn rewards for their aggregate totals.

While Democracy Prep aims to remain consistent in the way we execute our behavior system, we do customize behavior plans in an attempt to help scholars succeed, should they need that flexibility. We also seek to tailor consequences to the severity and frequency of the unacceptable behavior. Both the severity of consequences and the scope and depth of structured, proactive

support provided by the DREAM Team to troubled scholars will increase, commensurate with the severity and frequency of the violations. As the consequences become more severe, we will notify and seek the involvement of families to help design and implement response plans.

At no point will Democracy Prep’s expectations be lowered. Scholars on behavioral IEPs will need accommodations, especially if the scholar’s behavior is a manifestation of his/her disability. These accommodations must directly address the specific challenge area of the scholar, while also balancing the school’s need for a fair and effective learning environment.

Scholars with disabilities have the same rights and responsibilities as other scholars, and they may be disciplined for committing any of the behavioral offenses listed in the Code of Conduct. If a scholar with disabilities has an IEP that includes disciplinary guidelines, then, as required by the Individuals with Disabilities Education Act, that scholar must be disciplined according to those guidelines. Scholars for whom an IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policy. If a scholar with an IEP accumulates ten (10) cumulative days of suspensions over the course of the school year due to disciplinary infractions, the scholar must either be reinstated or assigned to an appropriate setting until a Manifestation Determination Review (MDR) takes place.

DPSS provides scholars removed from the school learning environment with alternative instruction. During the period of their removal, scholars must be provided with alternative instruction, which includes, but is not limited to, classwork and homework assignments. Additionally, scholars will be permitted to take any citywide or state examinations that are administered during the suspension period for which no make up examination is permitted by the testing authority, as well as to make up school examinations that may affect their academic records. Arrangements will be made between the school and each individual family for the delivery of services, pick up/delivery of work, and the making-up of any missed assignments and classroom instructional support. All alternative instructional materials will permit the scholar to make adequate academic progress and must be completed satisfactorily for the scholar to return to school. Nonetheless, alternative instruction cannot replicate all the benefits of full classroom instruction and participation by the scholar. In determining the alternate instruction for a scholar with a disability and for a scholar who has a 504 Accommodation Plan, consideration will be given to the scholar’s IEP and behavioral intervention plan, or 504 Accommodation Plan.

D. PROFESSIONAL DEVELOPMENT FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

Since its inception in 2006, Democracy Prep has exhibited a unique ability to drive student outcomes for high-needs populations in one of New York City’s most traditionally educationally underserved neighborhoods. The cornerstone of Democracy Prep’s success has been its relentless commitment to attracting, developing, and retaining exceptional adults to work in its school. DPSS staff members undergo extensive performance reviews, receive weekly professional development during the school year with four weeks of intensive professional development in the summer, and are guided by explicit career ladders. Relying heavily on assessment data to inform decision-making about educator practice and student learning, DPSS has honed a coherent, multidimensional approach to enhancing teacher and leader effectiveness.

Preparation. Every summer, prior to the first day of school, teachers receive three weeks of uninterrupted professional development. In addition, during Prep Academy, administrators inculcate newly arriving teachers and scholars in the DREAM values that animate Democracy Prep’s educational philosophy. With one day devoted to reifying each of these core concepts (Discipline, Respect, Enthusiasm, Accountability, and Maturity) within the framework of daily practice, teachers quickly become acclimated to Democracy Prep’s *no excuses* ethos and are primed to enforce Democracy Prep’s rigorous academic, behavioral, and cultural expectations. Additionally, Democracy Prep incentivizes alternative certification by subsidizing participation in programs such as Math For America and Teach For America (TFA).

Before assuming control of their schools, Democracy Prep leaders enroll in *Leader U*, Democracy Prep’s rigorous and integrated school leadership development program that aims to attract, prepare, and empower education entrepreneurs to lead new high-performing schools in high-needs areas. The residency-based training program provides the skills and expertise necessary to ensure that effective leaders are at the helm of excellent schools throughout the area. *Leader U* candidates first apply to Building Excellent Schools (BES), a rigorous, year-long training program in charter school leadership. While attending BES, *Leader U* fellows complete a year-long residency at Democracy Prep Public Schools (DPPS). The residency provides a setting for *Leader U* Fellows to apply the theories and principles learned in their coursework while planning to open their own schools the following August. The residency is spent working with the senior management team at DPPS as well as with current DPPS school leaders — rotating through the executive and key services teams and through various teams within DPPS schools. Additionally, the *Leader U* Fellow serves as a member of the academic team at the CMO, providing a practical laboratory for applications of newly acquired skills and theories.

Recruitment and placement. As a wealth of research has found that teacher quality is the best and most reliable indicator of student academic performance, Democracy Prep maintains an extremely selective staff application process. At DPPS, fewer than the top 1% of applicants is hired. Democracy Prep recruits from a national pool of educational talent and casts a wide net for outstanding teachers through traditional and non-traditional recruiting channels, which include graduate schools, career fairs, periodical advertisements, private recruiting firms, online job databases, Teach For America alumni, Craigslist, Idealist, and word-of-mouth. Democracy Prep’s most promising routes of personnel recruitment include its strong relationships with TFA, New Leaders for New Schools, Black Ivy League Alumni, Young Education Professionals of New York, the Truman Scholars Association, Brown University, Columbia University, and Harvard University. Democracy Prep maintains a hiring tracker that accurately forecasts needs for educators by grade and subject area.

DPPS has engaged a statistician to conduct a comprehensive study analyzing Democracy Prep Public Schools’ hiring practices for instructional positions. This study will address major questions facing school districts across the country. Through the evaluation of its hiring process, DPPS will determine how various candidate-specific characteristics and interview metrics predict future teacher effectiveness. DPPS’s existing selection process includes recording information from an online application, demo lessons, and one-on-one interviews. DPPS will analyze data collected from the current process and ask candidates to participate in an additional

online survey. DPPS will use the study's results to make better and smarter hiring decisions that will directly impact student learning.

Using the evaluation systems described below, DPPS identifies educators who have demonstrated a unique ability to drive outcomes for high-needs students and introduces them into the school's leadership pipeline. Although *Leader U* draws talented professionals from myriad backgrounds, DPPS prioritizes maximizing its endogenous leadership potential.

Induction and Mentoring. New and early-career Democracy Prep teachers and leaders receive calibrated coaching and mentoring based on qualitative and quantitative data collected at the school and network levels. To reach its envisioned end-state continuum, Democracy Prep is currently in the process of adapting Kickboard to track teacher mastery and growth across all measures embedded in its evaluation plan. With access to precise, disaggregated, and clearly presented teacher observation data, leaders will be positioned to stage earlier interventions, offer more frequent feedback, and engage in more personalized coaching.

Evaluation. Democracy Prep is committed to demonstrating objectively that students are learning a rigorous curriculum and preparing for success in college. In order to accomplish this goal, DPPS measures academic progress extensively and precisely using a wide variety of ongoing assessment tools, and both teachers and leaders are assessed in large measure on their ability to drive student outcomes. Because a reliance on data pervades all aspects of Democracy Prep's *no excuses* culture, these diagnostic tools inform decisions at each step of the continuum. The Democracy Prep Teacher Evaluation Tool, attached as Exhibit C, is a rubric for the comprehensive assessment of faculty at Democracy Prep and is the metric used primarily to determine the most significant portion of a teacher's prospective raise. The weighting, which is based on multiple measures of effectiveness, is intended to balance four essential attributes that Democracy Prep team members must possess in order to help build a world-class school for its citizen-scholars:

- 40%: Value-added and absolute student performance;
- 20%: Teaching and learning;
- 20%: Citizenship and discipline; and
- 20%: Team-oriented behaviors.⁸

Democracy Prep School Leaders are evaluated according to a comprehensive performance management rubric that encompasses both qualitative indicators and school-wide quantitative data.

Principal/CD Evaluation

- Leaders will be evaluated 3 times a year by their Assistant Superintendent, in accordance with the teacher evaluation timeline (Dec/Jan, Mar/Apr, and June/July).
- Leaders will be evaluated using the following 3 tools:

⁸ For each measure, teachers are assigned a point value that corresponds with their rating category: Does Not Meet Expectations, Approaches High Expectations, Meets High Expectations, or Exceeds the Highest Expectations. These categories are functionally equivalent to Ineffective, Developing, Effective, and Highly Effective.

- The Principal Evaluation Rubric;
- The average of the teachers' combined evaluation data, as set forth by each school level's rubrics (e.g. an elementary principal will receive an average score based on the average scores of all teachers' final assessment data according to the data rubric that encompasses 40% of teachers' total evaluation score); and
- The School Review Rubric
- Evaluation data will be calculated as follows (encompassing 70% of overall evaluation score for the year):
 - *Trimester 1: Worth 20% of 70% weighting of overall score*
 - 40% average of data rubric from school
 - 60% based on Principal Evaluation Rubric
 - *Trimester 2: Worth 35% of 70% weighting in overall score*
 - 40% average data rubric from school
 - 60% based on Principal Evaluation Rubric
 - *Trimester 3: Worth 45% of 70% weighting in overall score*
 - 40% average data rubric from school
 - 60% based on Principal Evaluation Rubric
 - School Review Data
 - Trimester 1 Review = 10% of overall evaluation score for the year
 - Trimester 3 Review = 20% of overall evaluation score for the year
 - SUMMARY: T1+T2+T3=70% of overall + School Review #1 (10%) + School Review #2 (20%) = 100%

Assistant Principal/ACD Evaluation

- APs/ACDs will be evaluated 3 times a year by the PRINCIPAL/CD, in accordance with the teacher evaluation timeline (Dec/Jan, Mar/Apr, and June).
- APs/ACDs will be evaluated using the following 2 tools:
 - The Principal Evaluation Rubric (also pertinent for APs/ACDs)
 - The average of the teachers' combined evaluation data, as set forth by each school's rubric, as it pertains to the school leader's domain (e.g. ES Assistant Principal is responsible for overseeing grades K-1, and therefore her data will be the average of the teachers' final scores each trimester across grades K and 1 only).
- Evaluation data will be calculated as follows:
 - *T1: Worth 20% of overall score*
 - 40% average of data rubric from school
 - 60% based on Principal Evaluation Rubric
 - *T2: Worth 35% of overall score*
 - 40% average data rubric from school
 - 60% based on Principal Evaluation Rubric
 - *T3: Worth 45% of overall score*
 - 40% average data rubric from school
 - 60% based on Principal Evaluation Rubric

A copy of the Democracy Prep School Leader Evaluation Tool is attached as Exhibit D. A copy of the Democracy Prep School Review Rubric is attached as Exhibit E.

Ongoing Professional Development/Professional Growth. Professional Development (PD) is an essential part of Democracy Prep, designed explicitly for the purpose of advancing the three paramount goals it pursues over the life of its charter: academic excellence, mission advancement, and organizational strength. PD is delivered throughout the year via 14 pre-service (summer) days, 9 school-year full days, 29 half days, outside programs and courses chosen by individual teachers, and planning and collaboration periods scheduled for every teacher every day. Every summer, prior to the first day of school, teachers receive three weeks of uninterrupted PD. During the year, teachers are given additional professional development for at least three hours every Friday. Teachers receive a minimum of three hours of preparation time daily, Monday through Thursday, dedicated exclusively to grading and lesson planning. Teachers have a preparation block twice a week at the same time as grade-level colleagues and twice a week with subject-area colleagues to ensure the opportunity to collaborate, to discuss pertinent student issues, and to observe their peers.

School Year Professional Development

School year PD begins during the summer in the afternoons following Prep Academy. Once students have left for the day at 12:30 pm, teachers will gather to reflect on the successes and challenges of the day and plan improvements for the next day. While Prep Academy is designed to focus primarily on assessment and acculturation of students, the process of culture-building does not end there. PD sessions throughout the year will ensure an unremitting focus on a rigorous academic culture with tight discipline systems, common language, and consistent expectations. Biweekly Friday PD sessions will be used regularly for Inquiry Groups with a focus on samples of student work. Some sessions will be devoted to grading student exams and ensuring that evaluation practices are consistent across the school. Two PD days each year will be dedicated to visiting four successful urban schools and discussing the practices teachers witnessed and hope to incorporate.

DPDC's PD program aims to prepare teachers to hold all students to high academic standards through instruction in classroom management and instructional interaction. It reinforces the charge to do whatever is necessary to help students meet these standards. The PD program is designed to support teachers taking full responsibility for the success and failure of each of their students. To this end, DPDC's PD program aims to prepare teachers to be strategic, deliberate, and purposeful in instruction. The PD program is aligned with, and integral in the implementation of, DPDC's school-wide systems, strategies, and tools. The PD program includes training sessions as well as daily observations of each classroom conducted by School Leaders. The design of the PD program is particularly geared towards ensuring the school-wide consistency of culture and rigor, the consistent and appropriate use of ongoing assessments, and the efficient use of instructional time — each of which are crucial components of the positive impact excellent teachers have on student learning. The PD program is designed to ensure that DPDC teachers perfect a research-based instructional approach and do so consistently throughout the school; consequently, the PD program ensures that all students achieve at the highest levels.

The School Leader, with direct support from Democracy Prep Public Schools, will serve as the primary in-house professional developer for pre-service and school year programs. He or she will focus on coaching faculty and providing the support necessary to improve academic

outcomes while involving teachers in the planning of essential PD to ensure it meets their needs. Occasionally, faculty members will be selected to present their most effective practices in PD sessions. Expert consultants will be brought in to support the entire staff as appropriate. PD days will include regular observations of other exemplary schools, teachers, and curricula.

Democracy Prep builds PD into its schedule each week so that every teacher is able to collaborate with other faculty as well as department chairs and other colleagues. Time will also be reserved for service on school committees and for teacher observations. Professional Development from 1:30-5:00 p.m. every Friday is part of the weekly schedule to ensure that teachers have time together to analyze and review data, examine student work, realign curriculum as needed, discuss pertinent issues of school culture and consistency across classrooms, and reflect on successes and challenges with specific students. Staff meetings on alternate Fridays from 3:30-5:00 p.m. will focus on PD topics, school-wide goals, and other matters that need to be discussed as a whole faculty.

Summer Professional Development

All DPDC faculty will participate in a three-week PD Summer Institute that begins in early August. During the summer, the School Leader will work with staff at DPPS to finalize the curriculum and the schedule for the PD Institute. DPPS will support the DPDC Academy Directors by providing schedules and topics of PD completed in the past, providing materials for professional development sessions led at Democracy Prep in the previous years, and reviewing and providing feedback on summer professional development schedules, lesson plans, and class materials. The collaboration will help ensure the professional development sessions are rigorous, engaging and aligned to the curriculum and best-practices teachers need to be successful at DPDC. The School Leader will then lead the sessions, develop action plans based on key ideas taught during sessions for teachers, and review teacher work developed during the summer professional development.

As an example, one common session held at all DPPS schools is a session on writing a highly effective lesson plan. DPPS will give the School Leader prior materials used at DP schools. The School Leader will revise, update, and make these materials his or her own. After having their plan reviewed, they will collaborate with other leaders across the Democracy Prep, and then lead the session. Coming out of the session he or she will create an action plan for how and when teachers will create and submit lesson plans. He or she will be the primary reviewer of teacher-generated materials ensuring timely and comprehensive feedback that supports individual teacher growth and ultimately, student achievement.

To ensure teachers are fully prepared to teach rigorous academics, the sessions at the DPDC Summer Institute are focused on creating a strong and disciplined culture in the school and in the classroom, and on specific content areas. In addition, the PD sessions are targeted and differentiated according to teacher need. For example, newer teachers may focus on classroom management strategy sessions, which returning staff may not need to attend. Some sessions will be foundational for all teaching staff, however, including all sessions related to literacy, special education and English Language Learners. Examples of these sessions are those that train teachers in guided reading, phonics, word study skills, and fluency. These are especially critical as the academic program proposed requires small group instruction in reading with an all hands

on deck approaching to student literacy achievement. (See sample Overview of Summer PD Sessions attached below.)

Sample PD Institute Schedule		Sample PD Session #1	
7:30-8:00	Continental Breakfast	8:00-8:04	Do Now Silent Activity
8:00-10:00	PD Session 1	8:04-8:07	Chant, Slogan, Quote, etc.
10:00-10:15	Break	8:07-8:10	Aim Review
10:15-12:00	PD Session 2	8:10-8:30	Direct Instruction Mini-Lesson
12:00-1:00	Working Lunch	8:30-9:15	Group Discussion, Activity or Role Play
1:00-2:45	PD Session 3	9:15-9:30	Review of Student Work or Lesson Plan
2:45-3:00	Break	9:30-9:45	Sharing Individual Work
3:00-4:45	PD Session 4	9:45-9:55	Closing Activity, Ticket-to-Leave
4:45-5:00	Evaluation & Feedback	9:55-10:00	Review of Aim

Summer PD Session Topic Examples

Culture Building	Teaching & Learning	Administrivia
Mission & vision	High academic expectations	Position descriptions
Goals & objectives in the accountability plan	Using assessment data to improve/tailor instruction	Faculty accountability, conduct, attire
Teamwork & collaboration	Backward planning	Human resources
Expectation of all students: college & citizenship	Assessments (comps, six-week,	Civil rights, harassment, & discrimination
Non-negotiable items	Normed grading expectations	Performance evaluation
Modeling successful school culture	Evaluating student work	Administrative systems & Citizen Cash
Building faculty culture	Teaching ELL students	Grade Quick system
Building relationships with students and families	Teaching students with IEPs	Microsoft Excel 101 & Microsoft Outlook 101
Expectations for facilities	Standard alignment templates	EasyIEP computer system
Schoolwide common language	Lesson & unit planning framework	Technology training and systems implementation
Schoolwide rules, rituals, & Routines	Common procedures & whiteboard configuration	Lesson plan submission & approval process
Discipline code, behavior norms, & consequences	Literacy throughout the curriculum & across grades	Statistics & regression 101
Chants, songs, quotes, & slogans	Setting up a classroom	Records maintenance

Please see Exhibit F for a complete summer Sample PD Schedule for a Democracy Prep school serving exclusively kindergarteners in its first year of operation.

Outside PD Opportunities

While consistent faculty-wide PD is the most important element of building our school culture, we also want to ensure that individual teachers are given the opportunity for outside PD opportunities. Each faculty member will receive up to \$500 in funds each year to use towards approved PD programs. These may include courses, retreats, conferences, visits to additional schools, and other opportunities deemed necessary by the faculty member in conjunction with the School Leader.

Performance Management. Teachers are formally evaluated three times throughout the year, and those who are underperforming relative to Democracy Prep’s demanding expectations meet with their School Leader weekly to discuss how to improve their weaknesses. Teachers who are struggling will take part in weekly meetings to discuss their improvements, while also given the tools necessary to be successful (if applicable). Additionally, teacher performance directly and materially impacts employment decisions vis-à-vis teachers and leaders. Significantly, evaluations — and, more directly, students’ performance on trimester exams — play a central role in dictating teacher salary.

Career Ladder. DPDC teachers and leaders will be guided by explicit, well-defined career paths, which are attached as Exhibit G.

In order to add a more local level of instructional leadership at DPDC, Democracy Prep will appoint one teacher in each grade Grade Team Chair. The Grade Team Chairs will be key leaders in the curriculum development, assessment analysis, and professional development processes for their grade. They will play a central role in driving the school towards excellence by ensuring that there are frequent, positive, data-driven, action-oriented discussions among teachers about what is working instructionally, what is not, and what can be done about it so that students can progress more quickly to mastery and beyond. With guidance from the Executive Director, the Grade Team Chairs manage their grade team in processes designed to maximize student achievement for that grade level and the school as a whole, including assisting in planning and carrying out regular professional development. Grade Team Chairs will receive a bonus stipend of no less than \$1,000.

Grade Team Chair Responsibilities include:

- Leading analysis of and facilitating Grade Team discussion of Math and ELA interim assessment results by the Grade Level Team four times each academic year; ensuring all members of the Grade Team emerge from the process with specific action plans designed to further student achievement;
- Leading analysis of and facilitating Grade Team discussion of midyear assessment results by the Grade Level Team four times each academic year; ensuring all members of the Grade Team emerge from the process with specific action plans designed to further student achievement (kindergarten only);
- Chairing weekly Grade Team meetings at which the Grade Level Team will review lesson plans and offer each other ideas, input, and feedback designed to ensure student success;
- Meeting with the Campus Director on a weekly basis to review results and plan future actions;
- Managing the grade-level folder on the computer network server and ensuring that curricular materials are well-organized and easily accessible for both current and future teachers; and
- Developing homework packets for the grade level for the year during the summer prep period.

Specific Professional Development plans for teaching students with disabilities. During pre-service, a professional development session will be given to all staff explaining the referral process, the development and implementation of the IEP, evaluation and reporting of the student’s progress toward meeting their individual goals and objectives, confidentiality of student records, and discipline of students with disabilities. In addition, each teacher will receive access to their student’s IEP at the beginning of the school year. At this time, the ACT Team Members will discuss the IEP with the teacher and answer any questions. As the year progresses, the meetings will continue among teachers and the ACT Team Members so that teachers understand the objectives outlined in the IEP and learn strategies and modifications that best serve the individual student (based on the information in the IEP) within the general education classroom.

E. STRUCTURE OF THE SCHOOL DAY AND YEAR

DPDC’s 2014-15 calendar will mirror Democracy Prep’s network calendar from the current school year, which includes at least 190 days of instruction and three weeks of dedicated professional development for staff in the summer. Students in need of tutoring, individual support, or remediation will attend school on additional Saturdays and during summer vacations for a total of more than 33 additional “Opportunity Days” throughout the year.

Sample Daily Kindergarten Schedule (Monday-Thursday)

Time	Subject	Notes
7:30-7:50am	Arrival/Breakfast	
7:50-8:15am	Morning Work	Morning Motivation
8:15-8:40am	Read Aloud	
8:40-9:25am	Lit 1	
9:25-10:10am	Lit 2	
10:10-10:20am	Snack	
10:20-10:30am	Bathroom	
10:30-11:15am	Lit 3	
11:15-12:00pm	Writing	
12:00-12:16	Lunch	Classroom
12:16-12:20	Movement	Classroom
12:20-1:05pm	Special	Performing Arts
1:05-1:15pm	Bathroom	
1:15-2:00pm	Science/Social Studies	
2:00-2:25pm	Problem Solving	
2:25-2:45pm	Math Meeting	
2:45-3:30pm	Math	
3:30-3:35pm	Pack Up	

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3:35-3:55pm	Choice Time	
3:55-3:59pm	Transition to Dismissal	
4:00-4:15pm	Dismissal	Scholars picked up from outside

See Exhibit H for Harlem Prep Elementary School’s 2013-14 monthly calendar, which provides a template for how the DPDC calendar will be structured in 2014-15.



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2013-2014 | ACADEMIC CALENDAR

JULY 2013	AUGUST 2013	SEPTEMBER 2013
OCTOBER 2013	NOVEMBER 2013	DECEMBER 2013
JANUARY 2014	FEBRUARY 2014	MARCH 2014
APRIL 2014	MAY 2014	JUNE 2014

CALENDAR DETAILS

2013	2014
Jul 08: TFA Summer Academy Starts	Jan 20: MLK Day NO SCHOOL
Jul 26: HPCS Summer Academy ends	Feb 7: 3pm Network PD
Aug 2: TFA Summer Academy Ends	Feb 11: Advocacy Day
Aug 5: Summer PD Begins	Feb 17: Presidents' Day
Aug 14: Network PD	Feb 17-21: Mid-Winter Recess BREAK
Aug 16: Pep Rally and Party!	Feb 24: Staff PD DAY (No School for Scholars)
August 19-30: Prep Academies	Mar 17-21: Trimester 2 Exam Week
Sep 02: Labor Day NO SCHOOL	Mar 24: 1pm Dismissal (Data Day)
Sep 03: First Day of School	Mar 27: End of T2, Grades LOCKED
Sep 09-Sep 20: MAP Testing Window	Apr 1-3: ELA State Exams, Grades 3-8
Oct 4: 3pm Network PD	Apr 14-22: Spring BREAK
Oct 14: Columbus Day NO SCHOOL	April 30 – May 2: Math State Exams, Grades 3-8
Oct 31: 1pm Dismissal (Data Day)	May 9: Staff PD DAY (No School for Scholars)
Nov 5: GOTV	May 16: 3pm Network PD
Nov 11: Veterans Day NO SCHOOL	May 26: Memorial Day NO SCHOOL
Nov 27-29: Thanksgiving BREAK	May 27-Jun 6: MAP Testing Window
Dec 2-6: Trimester 1 Exam Week	Jun 9-13: Trimester 3 Exam Week
Dec 9: Staff PD Day (No School for Scholars)	June 20: T3 Grades LOCKED
Dec 11: End of T1, Gradebooks LOCKED	Jun 26: Last Day of School

LEGEND

	Testing Window
	Data & PD Days (No Scholars)
	First Day of Trimester
	Parent / Teacher Conferences
	Holidays/School Closed
	Required Civic Engagement
	Day - Families Welcome

Regular Daily Schedule

Day	Grade	Time
Mon-Thur	Gr. K-5	7:45AM - 4:00PM
	Gr. 6-12	7:45AM - 5:15PM
Fri	All Grades	7:45AM - 1:00PM

F. FAMILY INVOLVEMENT

Philosophy around parent engagement. Democracy Prep is a partnership made up of the school leadership, teachers, scholars, and families. Although the job of making decisions about school policy belongs to the school leaders, Assistant Superintendents, and the CEO, family involvement is not only welcome but also absolutely necessary for the success of the school. Democracy Prep is committed to having families contribute to the academic success of their scholars. As such, we use a variety of methods of communication. Communication may include:

- Regular Progress Reports: A progress report that includes academic and behavioral updates as well as a brief overview of important school events.
- Automated Phone System: Parents may receive a pre-recorded message from DPDC for the following reasons:
 - to issue school-wide reminders and updates to alert families to school closings, early releases, and late starts due to inclement weather or emergencies,
 - to remind families of important documents requiring signatures, or
 - to inform families of meetings for parents or scholars.

Additionally, every member of the Democracy Prep DREAM team publishes his or her cell phone number at the beginning of the year. Scholars and parents are encouraged to call teachers. Democracy Prep staff members are available in person during regular school hours and via email and cell phone up until 9 p.m. each evening to answer homework questions. Teachers may request mandatory family conferences with families of scholars who are in need of academic and behavioral support. All other families are invited to schedule appointments or to stop by to connect with their scholars' teachers.

Democracy Prep families must:

- reinforce Democracy Prep academic and behavior standards at home;
- check homework nightly for completion;
- help with homework;
- call teachers with concerns;
- read and sign all notices sent home by the school;
- read and respond to family communications when necessary;
- respond promptly to disciplinary calls;
- attend school-wide events; and
- pick up report cards and attend trimester conferences.

Parent engagement and advocacy training. To spearhead its family and community engagement efforts in Washington, D.C., DPPS will retain Democracy Builders (DB), a 501(c)(4) parent advocacy organization whose mission is to increase parent choice for excellent public schools. The Democracy Builders training model prepares parents for civic engagement and uses a “train-the-trainer” approach to dramatically impact communities through grassroots advocacy. Parents have used these skills to help secure facilities for their schools, increase state charter caps, eliminate funding freezes on public charter schools, and pass school reform measures needed to help win federal competitive grant monies. Parents have made tens of thousands of phone calls, mailed thousands of postcards, connected with thousands of other

parents in person and on the phone, conducted dozens of legislative office visits, and offered testimony at dozens of public hearings.

DB's professional community-organizing trainers lead mission-aligned partners to develop the knowledge, skills, and dispositions necessary to effectively mobilize local grassroots communities for educational change and reform. Training sessions include best practices in teaching and learning, and DB tailors its unique advocacy curriculum to each school's needs. DB's skilled trainers ensure that each partner organization emerges from its training sessions with motivated leaders ready hit the ground running with practical and actionable next steps.

During network-wide family engagement events held during the 2012-13 school year, DB organized nearly 1,600 parents to attend school-based events such as Family Leadership Council meetings and "Coffees and Conversations" roundtables, external advocacy opportunities such as Community Board Meetings, Joint Public Hearings, and Charter School Advocacy Day in Albany, and civic activities such as an Election Night Watch Party and the Inauguration of a DREAM Event.

In Washington, D.C., DB will provide services that fall within four general buckets: (1) student recruitment and enrollment, (2) family engagement; (3) parent advocacy; and (4) government relations.

(1) Student Recruitment & Enrollment

DB will conduct DPDC's recruitment and enrollment efforts, which are described in detail below in Section C(1)(b) ("Policies and Procedures for Enrollment and Withdrawal of Students").

(2) Family Engagement

Once families are enrolled at DPDC, DB will design and implement family engagement initiatives to assist in keeping families involved in the life of DPDC and the Democracy Prep network. These initiatives will include, as appropriate, some or all of the following:

Family Leadership Councils ("FLC") – The Family Leadership Council (FLC) is the family involvement organization at each Democracy Prep school. The mission of the Family Leadership Council is to promote family involvement, to advocate politically for our community, and to support the school, our scholars, and their families. The FLC organizes volunteer opportunities and creates ways to support our scholars in their achievements. There are regular meetings of the Family Leadership Council; all families are welcome and encouraged to get involved. Additionally, we rely on our families, under the leadership of the FLC, to support our efforts for civic engagement through:

- registering to vote (if eligible);
- assisting with voter registration drives; and
- joining scholars and the DREAM Team for primary and election day activities.

These councils have monthly meetings at their respective campuses and maintain various committees (e.g. Advocacy, Planning, Safety, School/Home Life) to facilitate family

involvement. With the assistance of the DB team member working on these initiatives, the FLC will be family-led.

Parent Drop In-Days – Parent Drop-In Days are days when parents can come to campus to observe classes. Parents are split into several groups based on the grade level of their scholar. DB conducts both a pre-observation norming session to set guidelines and expectations and a post-observation debriefing to explain unfamiliar classroom rituals and routines and to solicit parent feedback. In preparation for the debriefing, DB provides parents with a one-page document on which to record their observations. These meetings generally last from 7:45 a.m. to 9:30 a.m. and are held just before or after the end of a trimester. The DB team is responsible for notifying parents prior to each session and for providing schools with the number of expected attendees.

Coffee & Conversation – Coffee & Conversation sessions are informal and informational in nature. At these meetings, the DPDC leadership team will make presentations on relevant topics (based on suggestions provided by DB) and field questions from families in attendance. The DB team will solicit parents from the DPDC parent list to attend these events and provide the campus with the number of expected attendees. As agreed upon between DB and the DPDC leadership team, Coffee & Conversation sessions will be organized either on a monthly basis or exclusively during months in which Parent Drop-In days are not held. These events generally last from 7:45 a.m. to 8:30 a.m.

(3) Parent Advocacy Initiatives and Training

Democracy Builders prepares parents for civic engagement. The objectives of this advocacy may include both school-specific issues (e.g. school siting and security issues) and issues affecting charter schools generally (e.g. neighborhood preference enrollment policies and funding parity). Parents are recruited and trained to network, undertake mailings, engage in phonebanking, visit legislative offices, and testify at public hearings.

Democracy Builders handles all logistics and messaging regarding public hearings. Logistics of these events include extensive phonebanking to parents to secure commitments to attend, communicating to parents the importance of these meetings and the significance of their presence, messaging attendance plans to CMO staff and school leadership, obtaining parents and others to testify and speak on behalf of DPDC and/or the Democracy Prep network, and conducting speaker training for parents and students.

(4) Government Relations

Democracy Builders handles government relations, as needed, to advance the DPDC mission of educating responsible citizen-scholars for success in the college of their choice and a life of active citizenship. The DB team will, as needed, set up individual or group meetings with legislators to discuss facilities needs or other issues affecting DPDC, the Democracy Prep network, or charter schools generally. It will also invite elected officials whose districts include the neighborhood in which DPDC is located, to visit and tour the school to build good relationships and to make them aware of the work DPDC is doing in the community it serves. Members of the DB team also attend government or quasi-government meetings as necessary to monitor community attitudes towards Democracy Prep and to build a presence in the community. These meetings may include community board meetings, police precinct meetings and/or

meetings sponsored by various elected officials' offices. Where necessary, DB will also mobilize parents to attend and advocate at these meetings.

Communicating with non-native English speakers. Oral and written communication to families of students identified as ELL students will be translated into the family's native language to the extent possible to ensure clear and rich communication and coordination between home and school. Students with limited proficiency in English will have access to all curricular and extra-curricular activities available to all other students. Further, current demographics indicate that by far the largest population of ELL students will be native Spanish speakers. DPDC will make efforts to recruit staff members who are proficient in Spanish. It is a priority for Democracy Prep Public Schools' to hire an office manager or receptionist who is fluent in Spanish to provide translation services for family communication. If a language is spoken that no DPDC staff members can write or speak, DPDC will work with the District of Columbia Public Charter School Board or an external party to supply translation services for both written and verbal communication with families.

Parent communication about school performance. DPDC will regularly present accountability data in an easily accessible, widely disseminated, jargon free, and critical manner. Our Board of Trustees, families, community members, students, and the authorizer will receive regular updates on the most current data available. Our annual report will be published shortly after the end of the fiscal year, once state test data from the previous year have been reported and analyzed. All relevant data — including minutes from meetings of the Board of Trustees, the school's most recent audited financial statement, and information concerning the school's performance on the PCSB's Performance Management Framework and the District of Columbia Office of the State Superintendent of Education's accountability index — will be posted on the school's website.

Informing parents about their rights associated with IDEA and Section 504. All parents of students referred for evaluation receive a Procedural Safeguards Notice that delineates their rights associated with IDEA. During each subsequent IEP review, parents will receive comparable written notice outlining their rights as parents of students with disabilities. During regular informal conversations, ACT Team members ensure that parents understand that the referral/evaluation process is for information-gathering purposes only and that no Special Education services can be provided without initial and ongoing parental consent.

Similarly, notice of procedural safeguards will be provided to parents when the school's 504 Team makes a Section 504 accommodations decision. In addition, parents may examine records relevant to their child's 504 Plan.

First Level of Review

If a parent does not agree with the 504 Team's accommodations decision, the first step is to submit a written request for review to the social worker. The social worker will notify members of the DPPS ACT Team, who will review the 504 Team's decision and may request that the parent attend a meeting to discuss his or her concerns. The parent may also request a meeting at any point. After the review, the DPPS ACT Team will provide a response to the parent.

Second Level of Review

If the parent does not agree with the response from the first level of review, he or she may submit a written request for an impartial hearing to the social worker. Subsequently, the social worker will arrange for an impartial hearing at which the parent will have an opportunity to participate and, if he or she so chooses, to be represented by counsel. The school will appoint an impartial hearing officer to conduct the hearing and to issue a written decision to both the school and to the parent.

Third Level of Review

If the parent does not agree with the impartial hearing decision, the third step is to submit a written request for review, along with any supplementary documentation, to the school's Board of Trustees. The Board will review the request, the impartial hearing decision, and any supplementary documentation. The Chair of the Board will provide a written decision affirming or denying the request.

G. COMMUNITY PARTICIPATION

Democracy Prep scholars spend significant time in the community, participating in Get Out the Vote Drives, engaging in volunteer work, and publicly advocating on policy matters of critical importance to their lives. Taking a cue from our students, DPDC will strive to be an active participant in the civic life of our community. Members of our staff, Board of Trustees, and our community will help to foster this involvement and form strong relationships with local organizations and institutions. We value immensely the contributions of students, families, faculty, staff, and community groups toward the success of Democracy Prep. However, we believe that the Board of Trustees must remain independent and must represent the interests of the school as a whole rather than individuals who represent specific constituencies. To ensure appropriate input from these groups, we have created the Family Leadership Council that is charged with advising the School Leaders on issues of importance to the school community. Older students will have an organized voice through the Student Leadership Council. Teachers and other staff will have opportunities for essential decision making over the course of the year through faculty meetings; however the leadership team maintains the ultimate right to make policies that are in the best interest of the school as a whole.

One of DPDC's most significant community partnerships will be with a reputable provider of pre-kindergarten educational services. Among the institutions with which DPPS has considered entering into a partnership is AppleTree Institute, an early childhood education specialist that currently operates public charter preschools on seven campuses across D.C. Attached as Exhibit I is a non-binding, unexecuted draft of a Memorandum of Understanding between DPPS and AppleTree that is representative of the type of partnership DPPS will seek to arrange with an authorized Pre-K provider in good standing with the PCSB. Upon conditional approval of its charter application, DPDC will move to formalize a relationship with a high quality Pre-K provider and to establish a reliable feeder pattern for entry into its kindergarten class.

H. EXTRACURRICULAR ACTIVITIES

Democracy Prep Public Schools is committed to providing a college-prep education to its students. To that end, DPDC may offer activities that foster team building, leadership, athletics,

and skills in the fine and performing arts. Across its Harlem and Camden campuses, Democracy Prep offers the following extracurricular activities:

- A Cappella • African Dance and Hip Hop • Algebra 1.5 • Art • Basketball • Book Club
- Cheerleading • Chess • Choir • Choreography • Community Theatre • Debate • Fencing • Film to Print • Flag Football • Gardening Club • Independent Study • Ink Literary Magazine • Knitting
- Korean Mask Dance • Lacrosse • Latino Caucus • Math Counts • Men's Group • Moth Storytelling • Music Composition • Programming/Robotics • Running Club • Science Club
- Soccer • Softball • Step Team • Student Activities Committee • Student Government • T'ai Chi
- Tae Kwon Do • Tennis, • Theater • Track • Typing • Volleyball • Women's Group • Word Wizards • World Percussion Ensemble • Zumba

DPDC will offer a similarly eclectic sampling of extracurricular programming. The final menu of options will be determined by both student demand and faculty expertise. If robust demand exists for an activity that falls beyond the ken of DPDC's full-time staff, the school will consider collaborating with an appropriate community organization in order to afford students access to suitable programming.

Because participation in extra-curricular activities is a vital component of a student's development, access to these programs will in no way be restricted by a student's financial circumstances. Additionally, if DPDC ultimately expands to serve students in middle- and high-school grades, we would look to build upon the success of the Democracy Prep athletic program in the New York City Charter School Athletic Association and to field teams that would compete in the recently formed D.C. Public Charter School Athletic Association.

B. BUSINESS PLAN

1. PLANNING OF FOUNDING GROUP

A. PROFILE OF FOUNDING GROUP

Democracy Prep Public Schools are supported in several ways by the highly experienced team of dynamic educational specialists with extensive experience in organizations building, strategic planning, and instructional leadership. Together, the DPPS CMO staff has several decades of instructional and organizational experience in the charter sector and beyond. DPDC will be governed and operated by a diverse team of educational, civic, community, and business leaders. This group will come together under the shared belief that all students are entitled to their choice of a high quality public school. Democracy Prep is actively recruiting new founding members who are dedicated leaders and residents of District of Columbia to infuse our founding group with knowledge and passion of the local community. The founding group is eager to share the Democracy Prep mission in the District of Columbia, preparing all students for success in the college of their choice and a life of active citizenship.

Key CMO staff currently includes, but is not limited to, the individuals listed below:

Katie Duffy, Chief Executive Officer. In January of 2013, the DPPS Board of Trustees unanimously voted to appoint Katie Duffy as the next Chief Executive Officer effective July 1, 2013. Duffy's accession to CEO is indicative of Democracy Prep's efforts to hone the leadership potential of its endogenous talent. Over the past seven years, Katie has held positions of progressively increasing responsibility at Democracy Prep. First as Director of External Affairs, then as Chief of Staff, and finally as Chief Operating Officer, Katie has strengthened and energized our DREAM Team of school leaders, led a remarkably diverse team of Senior Directors, worked closely with our Family Leadership Councils, and built deep relationships with our Boards of Trustees. In 2011-12, Duffy led New York State's first successful public charter school turnaround as Interim Executive Director of Harlem Prep.

Lindsay Malanga, Assistant Superintendent of Elementary Schools. Lindsay Malanga has been with DPPS since January of 2011 and first led the first ever public charter school turnaround in New York as Harlem Prep's Principal. Malanga was on the ground at Harlem Day in its final six months, focusing on providing professional development, assessing human capital, leading families through the transition, and developing the cultural and instructional vision for the opening of Harlem Prep in August of 2011. Under Malanga's leadership, the school grew from the third percentile citywide to the 96th percentile in just one academic year. In the 2012-2013 school year, Malanga oversaw Harlem Prep as it expanded to a middle school, serving nearly 500 scholars in grades K-6 across two campuses. Malanga transitioned to her new role in July, serving as the Assistant Superintendent of Elementary Schools for DPPS. Before arriving at Democracy Prep, Malanga held several leadership positions at The Bronx Charter School for Children. Additionally, she worked as a Reading Specialist for Say Yes to Education, and held various teaching positions at Head Start, the NYC DOE and Harlem Village Academies. She holds a bachelor's degree in Early Childhood and Elementary Education from New York

University, and a master's degree in School Leadership from The Harvard Graduate School of Education.

Howard Schnidman, Chief Financial Officer. Howard Schnidman joined Democracy Prep Public Schools as Chief Financial Officer in August 2013. He is eager to apply his experience in finance from the technology sector to urban education. Howard spent his career at IBM in various positions including Site Controller - Charlotte North Carolina, Regional Controller - San Francisco, Divisional Controller - Somers NY, Director of Marketing - Armonk NY, and Director of Sales Operations - Somers NY. After retiring from IBM in 2009, IBM engaged Howard's services as a consultant from 2010 - 2012, on a Client Financial Transformation engagement in Shenzhen China. Howard holds an MBA from SUNY Albany and a BS from Rensselaer Polytechnic Institute (RPI).

Raphael Gang, Chief of Staff. Prior to joining Democracy Prep Public Schools, Mr. Gang worked for three years in a variety of capacities at the Louisiana Department of Education (LDOE). His work included overseeing the development and launching of new school operators, including managing and redesigning the charter application process, in addition to the recruitment of individuals and school operators to Louisiana. Prior to joining the LDOE, Raphael worked in education policy at the D.C-based American Enterprise Institute and served as an elementary school teacher in Hawaii as part of Teach For America. He holds a B.A. in Political Science from Beloit College and a Masters in Education from the University of Hawaii.

Benjamin Feit, Deputy Chief of Staff. Mr. Feit is responsible for the coordination of interdepartmental output, the submission of all major reports and compliance filings, and the development and execution of organizational regional expansion strategies. After graduating from Duke University School of Law *magna cum laude* and Order of the Coif in 2010, Mr. Feit spent the 2010-11 judicial term clerking for Judge Anthony J. Scirica on the Third Circuit Court of Appeals in Philadelphia. At Duke, Ben was a staff editor on the *Duke Law Journal*, and he piloted a seminar on the evolving legal framework governing social enterprises. Ben graduated from Yale University *cum laude* in 2006 with a BA in History, has been published in the legal journal *Taxation of Exempts*, and is a licensed member of the New York and Massachusetts State Bars.

Chiv Heng, Senior Director of Operations. Chiv Heng is currently Senior Director of Operations for Democracy Prep Public Schools. He was born and raised in Providence, Rhode Island, and received his B.A. in political science from the University of Rhode Island. After graduation, Mr. Heng worked for the Mayor's Office of Policy in the City of Providence before spending time abroad in Thailand. Since his return to the U.S. in 2005, Mr. Heng has been involved with various nonprofit organizations in Providence. Before joining the DPPS team in early 2010, he served as the Director of Information Technology for The Providence Plan, where he was able to fuse his technical skills and passion for mission-based work. He served as Director of Operations for Democracy Prep Blackstone Valley for one year prior to relocating to New York to fill his current position.

Linda Jones Easton, Senior Director of Human Resources. Ms. Easton is a Manhattan resident whose career has included positions with the Montclair, New Jersey Board of Education,

Harlem Dowling Children’s Services, and Sheltering Arms Children’s Service, where she served for over 20 years. Ms. Easton has been a member of the Board of Directors of the Immaculate Conception Elementary School in Montclair, Manhattan’s Creative Arts Workshop for Children, Upward, Inc., the Brooklyn Charter School, BELL New York, and the District Council 1707, Local 215 Health and Benefit Fund. She is a founding Board member of Harlem Day Charter School.

Alice Maggin, Senior Director of Communications. Alice Maggin grew up in New York City and graduated cum laude from Connecticut College with a bachelor’s degree in Power and Oppression Studies, with a minor in Studio Art. After graduating she went on to her first job in television production, as a researcher for WCBS-TV News. At WCBS she worked her way up to PRODUCER. Maggin then moved to the network as an assignment editor and then to the CBS Dallas Bureau, before returning to New York as a producer for ABC News. She spent several years in the New York Bureau covering both national and international stories before serving as Charlie Gibson’s producer for his tenure as anchor of World News. Maggin specialized in stories about children’s health and nutrition, education, and the environment.

Princess Lyles, Esq., Senior Director of Family and Community Engagement. Princess Lyles leads the Democracy Builders team as the Senior Director of Family & Community Engagement. Democracy Builders is the parent advocacy organization affiliated with Democracy Prep. In this role Princess manages both new student enrollment and community outreach initiatives for the Democracy Prep network and other mission aligned school networks and organizations. Ms. Lyles also manages initiatives that focus on providing DPPS families with opportunities to engage in the communities where our schools are located. Princess has a Bachelors of Arts in Political Science from Spelman College and a Juris Doctorate from Howard University School of Law. Prior to joining Democracy Builders, Ms. Lyles practiced corporate and real estate law and worked with several non-profit organizations.

Daniel Brewer, Senior Director of Governance. Daniel Brewer has worked in the nonprofit community since 1988. Mr. Brewer started his career as a Bereavement Counselor in Greenwich Village at the beginning of the AIDS crisis in the mid-1980s. He then went to work at Gay Men’s Health Crisis where he developed programming for people living with AIDS so that they could get affordable non-traditional medical treatments and therapeutic recreational activities. After completing his MA at NYU in 1993, he began working with people with developmental disabilities and designing programming at AHRC a national organization for people living with developmental disabilities. After several years, he was hired by the AHRC Foundation to begin fundraising for their programs. He then went to work for Village Care of NY where he raised money for the elderly and for people with AIDS. He moved into the educational world in 2002 at The Children’s Storefront, a tuition-free school in Harlem where he worked for nine years.

Jonathan Howard, Senior Director of Talent. Jonathan Howard joined Democracy Prep in its second year after serving as a teacher and Teach For America Corps Member, where he taught students with special needs in Harlem. Mr. Howard also serves the Harlem community through his work as a member of the Board of Trustees of St. HOPE Leadership Academy Charter School. An Arizona native, Mr. Howard is a proud alumnus of Arizona State University where he earned a degree in Management in 2006. He has since earned a Master’s degree in Teaching

from Pace University in New York City and is currently pursuing an MBA at the University of North Carolina's Kenan-Flagler Business School.

Joe Wong has a background in social justice advocacy and will begin a new position working for the Public Defender Service in Washington, D.C. in October. He has helped defend clients for the New York City Housing Authority, an immigration intake clinic and the Neighborhood Defender Service of Harlem. He graduated from New York University School of Law with honors.

DPDC will be founded, governed, and managed by a diverse team of DC's educational, civic, business, community, and family leaders. The Founding Board will be dedicated, diverse, passionate, and entrepreneurial. Its members will represent a vast set of knowledge, skills, and experience. Democracy Prep is actively recruiting board members based in the District of Columbia with strong investments in their local community to ensure a majority of D.C. Trustees on the Board. We have enlisted two Board members with congressional work experience, and will continue to recruit through the application process. In addition to recruiting local professionals, upon conditional approval of its charter application DPDC will look to find parents of DPDC scholars to join the Board of Trustees.

Although recruitment of trustees continues apace, members of the Founding Board who reside in D.C. will include

Hannah Kim, who is the communications director for Rep. Charles Rangel (D- N.Y.). She met the representative and Korean War veteran by lobbying his office for the Korean War Veterans Recognition Act, which passed in 2008. Ms. Kim attended George Washington University and Johns Hopkins University School of Advanced International Studies.

Ross Maradian, who has 12 years of experience working for former Congressman Leonard Boswell (D-IA). Mr. Maradian most recently served as the Congressman's Deputy Chief of Staff, senior public policy advisor and Legislative Director. He has a Bachelor's degree from Boston College.

Brandon Wright, who is a senior consultant to the Department of Health and Human Services. He specializes in using education and technology to empower organizations and has previously worked for clients such as the Department of Homeland Security, Amazon.com and the Japanese Ministry of Education. He speaks fluent Japanese and holds a Master's degree from the University of Washington.

B. PLANNING PROCESS

[How and why DPDC decided to form a school in Washington, D.C.](#) DPDC takes into consideration the following environmental factors when determining whether to expand into a new market:

- Community Need (concentration of high needs students; demonstrated student and family demand for seats)

- Finances (charter school funding parity; additional state/local funding for SPED; free/low-cost facilities options, capital improvements, and utilities and facilities maintenance allocations; waivers from pension, prevailing wage, tenure, and collective bargaining regulations)
- Operational Autonomy (school leader authority to make all decisions regarding campus-based staffing; ability to select, train, and fire school leaders; ability to independently establish business and growth plan; clearly defined accountability outcome measures; authority over lottery process and administration)
- Talent (steady supply of high-quality teachers, leaders, CMO staff, and trustees; presence of high-quality alternative certification providers)
- Political Environment (current charter law balances both autonomy & accountability and process & product; community support for school choice policies; long-term horizon of local and state legislative and executive branch support for charter schools)

As the capital of our Nation, the heart of American government, and a city pulsing with vibrant civic institutions, Washington, D.C. provides an ideal backdrop for Democracy Prep to prepare our scholars for lives of active citizenship. Expanding to the District of Columbia would allow Democracy Prep to fulfill its mission, to expand in a growing charter community, and to increase the number of high quality public school seats in traditionally underserved neighborhoods.

Community input. Democracy Prep depends on the engagement of the local community to garner the support needed to prepare active citizen-scholars for success in college. Community communication and involvement at Democracy Prep is incredibly important to building our school culture and achieving our ambitious mission. We plan to engage local community organizations, elected officials and their constituent bases, and hit the pavement to make personal connections with local residents of our surrounding school neighborhood. We have reached out to teachers working in D.C. Public Schools and to community leaders of local parishes, such as Phinis Jones, President, Capitol Services Management and Rev. Ernest Lyles Sr, Senior Pastor, AP Shaw United Methodist Church. These conversations have allowed us to acquire insight from those who work within the educational systems and with the communities and families they affect everyday to better understand the strengths and changes occurring in DC Public Schools. From our connections with community leaders, we gain a better understanding of the perceptions of public schools and charter schools in the local area and how families feel with students enrolled in the local or traditional schools feel. Democracy Prep will continue to reach out on the ground to D.C. community leaders, teachers, and education reform organizations as the planning process progresses.

Community partnerships with local elected and administrative officials will be essential for DPDC to support its civic mission. Democracy Prep students and staff will need to interact with community members on a regular basis to ensure they stay abreast of local political issues and advocate on issues that affect their families, friends, and neighbors. Local community groups will also be able to support Democracy Prep enrichment programs as we engage non-traditional teachers to share their talents and work. As we move forward in strengthening and building

current D.C. community ties, we will make grassroots connections with families, community organizations, and elected officials to spread the word on the presence of DPDC, present data on our success with scholars in Harlem and Camden, and share our fervent dedication to provide a long term network of schools that families and neighborhoods can count on to serve their students and develop them into active citizens ready to succeed at the college of their choice.

C. CORPORATE STRUCTURE AND NONPROFIT STATUS

DPDC will be a public charter school managed by Democracy Prep Public Schools (DPPS), a nonprofit CMO. DPDC filed for incorporation under the District of Columbia Nonprofit Corporation Act on September 6, 2013. Please see Section I for confirmation of the application's receipt by the D.C. Department of Consumer and Regulatory Affairs, assignment of a federal Employer Identification Number by the Internal Revenue Service, and selection of a Registered Agent. The school's bylaws are also included in Section I. Upon conditional approval of the its charter application, the school will apply for tax exempt status with the District of Columbia and under Section 501(c)(3) of the Internal Revenue Code.

2. GOVERNANCE AND MANAGEMENT

A. BOARD OF TRUSTEES

Creation of Founding Board and selection of trustees. DPDC will be founded, governed, and managed by a diverse team of DC's educational, civic, business, community, and family leaders. Board members come together around a shared belief that all students are entitled to their choice of a high quality public school. The Board is committed to the mission of preparing all students for success in college and citizenship. Specifically, members must strongly believe all students deserve: (1) The rigorous academic standards and frequent assessment found in excellent charter schools; (2) an engaging curriculum, taught by excellent teachers, focused on preparation for college; (3) civic, character, and leadership education as an essential part of public schooling; and (4) a highly structured, disciplined, and supportive academic environment.

Board Member Selection. In order to recruit and select Board members, we use a rigorous and extensive process, which has included diverse professional and personal networks, online resources such as BoardNet and board training programs. Upon receiving a charter, our Founding Board is prepared to transition and grow into a Board of Trustees that will hire the School Leader, set policy, govern, and ensure that the school meets or exceeds the terms of the charter. Our Founding Board will support the development of the charter application and will transition and grow into a Board of Trustees that will hold the charter and govern the school.

Strategic oversight. The DPDC Board of Trustees shall serve as the governing authority of the charter school, ultimately accountable to the authorizer for meeting the terms it sets forth. The primary responsibility of the Board of Trustees will be to govern DPDC so that it meets its three paramount goals of academic excellence, mission advancement, and organizational strength. The Board will be hands-off with regards to the day-to-day management and operations of the School. Specifically, the Board shall delegate to the appointed School Leader and management organization the authority and decision-making responsibility for day-to-day operations of the School. In sum, the role of the DPDC Board of Trustees is threefold: Oversight, Policy, and

Accountability for Results. Thus, the Board will not manage the school, but will ensure academic, mission, and financial accountability as well as plan for strategic growth. The Trustees’ first task will be to hire and evaluate the School Leader.

Relationship with Democracy Prep Public Schools. DPPS is committed to ensuring that students of DPDC receive a complete educational program based on the requirements set forth in the School’s charter and in accordance with all applicable laws and regulations. Under the supervision of and subject to the authority of the School’s Board of Trustees, DPPS will assume responsibility for the School’s educational process and will devote the necessary time and efforts to meet and exceed the School’s educational goals. As outlined in the Management Agreement, DPPS will provide back-office services that fall within the following general, overarching categories: Advocacy, Compliance, Curricular Systems, Data & Technology, External Relations, Fund Development, Finance and Budgeting, School Leader Recruitment, Operations, Human Capital, and Professional Development. DPPS has an extensive track record of operating high-performing charter schools and will retain and allocate sufficient personnel to perform these management functions in a manner that ensures DPDC drives student achievement, fulfills its mission, and boasts a strong and sound organizational culture.

Section 4(e) of the Management Agreement that governs the relationship between Democracy Prep Public Schools and schools within Democracy Prep’s network entitles each School’s Board of Trustees to evaluate annually DPPS’s performance in terms of providing the specified “services and support functions” enumerated within the Agreement. Pursuant to that subsection, DPPS and the network school “acknowledge that the primary purpose of this evaluation is designed to maximize the Charter School’s performance within any budgetary constraints.” Based on the results of this annual evaluation, DPPS will work diligently and in good faith “to resolve or improve any areas in which the Board . . . believes [its] performance could be improved.”

Responsibility	Board	DPPS	School Leader
Selection of School Leader	Final Approval	Sourced and Recommended	
Annual Performance Goals	Final Approval	Recommended	Recommended
Curriculum		Final Approval	Recommended
Professional Development		Recommended	Final Approval
Data Management		Final Approval	
Promotional Criteria	Final Approval		Recommended
School Culture			Final Approval
Student Recruitment		Final Approval	
Human Resources		Recommended	Final Approval
Budgeting	Final Approval	Recommended	Recommended
Hiring		Recommended	Final Approval
Facilities		Final approval	Recommended

Management			
Community Relations		Recommended	Recommended

Succession planning. The term of office of each Elected Trustee shall be a period of two (2) calendar years commencing with the Regular Meeting following his or her election and continuing until a successor shall have been elected. No Elected Trustee shall serve more than three (3) consecutive, two-year terms, unless the Board of Trustees designates otherwise. The Elected Trustees shall be divided into two (2) classes, known as Class One and Class Two, for the purpose of staggering their terms of office. This will help to balance continuity with new perspective. The terms of Elected Trustees shall be fixed so that the terms of one-half (1/2) of such trustees (as nearly as possible) expire at the close of each Annual Meeting.

If any of the Elected Trustees shall die, resign, refuse to act or be removed from the Board of Trustees, or if an Elected Trustee's term of office shall expire, the vacancy or vacancies created thereby shall be filled by the vote of a majority of the whole Board of Trustees acting upon recommendation of the Governance Committee. Any trustee so chosen shall have all of the rights and powers of an Elected Trustee and shall serve for the balance of the unexpired term of the trustee whom he or she replaces.

B. RULES AND POLICIES

Powers and duties of the Board of Trustees. The Board of Trustees for Democracy Prep D.C. shall serve as the governing authority of the charter school and is therefore the body ultimately responsible to the authorizer for meeting the agreed upon goals for academic achievement and organizational viability set forth in the charter. As the governing authority, the Board will take on the general oversight, policy-making, and fiduciary obligations associated with operating the School in an efficient and ethical manner. The Board will also be accountable for ensuring compliance with the D.C. Public Charter School Board.

The Board of Trustees will be responsible for setting organizational priorities and for providing strategic and financial oversight of the school’s operations. Per the standard Democracy Prep Public Schools Management Agreement, the Board of Trustees shall be responsible for

- understanding the DPDC mission, vision, goals, and commitment to the *no excuses* model;
- attending and preparing for regular Board Meetings;
- approving and promulgating school policies;
- ensuring legal compliance;
- maintaining the school’s tax-exempt status;
- establishing appropriate financial controls over the accounts in which school funds are housed;
- overseeing the school’s budget, maintaining fiscally-sound budget practices;
- supporting mobilization of parents and guardians for political advocacy purposes and providing opportunities for parents and guardians to engage with the community and its leaders in furtherance of the Charter School’s goals, subject to all limitations imposed by

law on entities exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time;

- setting policies and procedures consistent with the law, and DPDC bylaws
- employing all campus-based personnel (including the school leader and operations manager);
- maintaining custody of student records;
- providing all custodial and maintenance services (to the extent not provided by the Department of Education or other governmental body);
- engaging, compensating and removing any attorney, auditor or accountant who performs services for the school; and
- evaluating the performance of the charter management organization.

Conflicts of Interest. The Board of Trustees, officers and staff members of DPDC owe a duty of loyalty and trust to Democracy Prep, which requires that in their positions, they act in the interest of Democracy Prep and not in their personal interests. Trustees, Officers and staff members may not use their positions or information they have about Democracy Prep or Democracy Prep's property or information obtained through their positions in a manner that allows them to secure an economic benefit, either directly or indirectly, for themselves or their relatives or associates.

Trustees and officers of Democracy Prep are fiduciaries to the institution as a whole, collectively responsible for overseeing the welfare of the school and the pursuit of its mission. Although Trustees and Officers may have other relationships with Democracy Prep, Trustees and Officers must put aside these personal relationships and concern themselves solely with what is the best current and long-term interest of the institution as a whole. Fiduciary responsibilities require each of them to approach every decision from the perspective of Democracy Prep's overall best interest, putting aside consideration of how specific decisions may affect, favorably or unfavorably, themselves and family or friends.

The fiduciary duty also requires that Trustees and Officers avoid conflicts of interest and even the appearance of such conflicts, by refraining from participation in any deliberation or decision by the Board of Trustees that might affect them uniquely as an individual. To avoid a conflict of interest, trustees, officers or employees of any single organization shall hold no more than forty percent (40%) of the total seats comprising the Board of Trustees. In sum, it is the policy of Democracy Prep that no transaction between it and its Trustees, Officers or staff members be tainted with an actual or perceived conflict of interest.

Prior to election to the Board of Trustees or appointment as a Trustee or an Officer, and annually thereafter, all Trustees and Officers shall disclose in writing, to the best of their knowledge, any Interest (as defined below) in any corporation or other organization which provides goods or professional or other services to Democracy Prep for a fee or other compensation. Under no circumstances shall any trustee, officer, individual, or employee of a for-profit corporation, limited liability company, or partnership having a business relationship with Democracy Prep involving the provision of educational management services to Democracy Prep for a fee or other compensation serve as a voting member of the Board of Trustees. A copy of each disclosure statement shall be available to any Trustee of Democracy Prep on request.

If at any time during his or her term of service, a Trustee or an Officer has any Interest which may pose a conflict of interest at any time during that Trustee's or Officer's service, he or she shall promptly disclose the material facts of that Interest in writing to the Chair of the Board of Trustees and the Chair of the Governance committee of the Board of Trustees. When any matter in which a Trustee or an Officer has an Interest comes before the Board of Trustees or any committee of the Board of Trustees for decision or approval, that Interest shall be immediately disclosed to the Board of Trustees or the committee by that Trustee or Officer, and the Trustee or Officer shall recuse himself/herself from any discussion and/or vote relating thereto.

Whether a Trustee or an Officer has an Interest in a matter shall be determined by whether that Trustee or Officer or a relative (or a company with which such persons are associated) would have an economic interest, either directly or indirectly, in a decision on the matter by the Board of Trustees or committee. A "relative" is an immediate family member, which is a mother, father, brother, sister, spouse, child, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-in-law, son-in-law, grandfather, grandmother, grandson, granddaughter, legal dependent or other relative(s) (including step relatives) who resides in the home. A person is associated with a company if he or she has a 5% or greater ownership interest in the company or is a director, officer, employee or partner of the company. An Interest is not intended to include fundraising and advocacy efforts.

The School Leader is directed to apply to the faculty and staff of Democracy Prep rules and procedures consistent with the rules and procedures outlined above for Trustees and Officers. For purposes of this Policy, the term Officer shall include the School Leader, deans, the heads of academic and administrative departments and certain other designated personnel.

[Code of Ethics](#). DPDC's Code of Ethics Statement is attached in Section I.

C. ADMINISTRATIVE STRUCTURE

[Administrative Structure](#). In order to maximize school impact and quality, DPPS has adopted a hybrid network configuration that permits the most effective elements of centralized control at the CMO level and School Leader autonomy at the individual school level to flourish. DPPS supports schools operationally and academically in order to free School Leaders to serve as true instructional leaders who can focus the entirety of their energies on leveraging teachers to maximize student achievement. To preserve a network-wide reputation of excellence while encouraging School Leaders to put a unique stamp on their campuses, DPPS maintains uniform academic, behavioral, and cultural standards. DPPS implements these standards to ensure the school is performing at a suitably high level, is running smoothly, and is fulfilling its obligations to scholars, families, community members, the network, the school's Board of Trustees, and its authorizing entity.

The **campus director** is the instructional and cultural leader of the school. The campus director serves as the instructional leader appointed by and directly accountable to the Board of Trustees. He or she is responsible for the management of the school to ensure that the performance targets outlined in the charter are met. The campus director will be responsible for all hiring, with guidance from his/her team and with the support of DPPS. The **assistant campus director**, added in later years, serves as the deputy leader of the school and maintains oversight

responsibility over either instruction or school culture.

Teaching positions comprise core academic faculty and co-curricular faculty. The **core academic faculty** is responsible for teaching math, science, English and social studies. The core academic faculty reports to the school leader and will be held accountable for the academic improvement of their students. The **co-curricular faculty**, including Academic Collaboration Team (ACT) teachers (special education teachers and ELL teachers), are responsible for teaching a wide range of academic and extracurricular subjects. The co-curricular faculty will include part-time instructors and full-time staff in the areas of special education, arts, technology, foreign language, health, social work, teaching fellows, electives, tutoring, physical education, and extracurricular activities. Certified special education teachers will provide small group, one on one, targeted instruction for special needs students.

The **operations manager**, added in year 2, serves as an administrative officer, appointed by and directly accountable to the campus director. This person shall be responsible for accomplishing the organizational strength goals as established by the charter, the accountability plan, and the school leader. The operations manager's portfolio will include reporting, school-level human resources, technology, facilities, transportation, finance, purchasing, food provision, and enrollment. At full growth, the operations staff will include other contracted services. The operations manager will have significant support from the operations team at DPPS in all areas of the portfolio maintaining and securing student records. The registrar serves as the primary contact for families and student services. The **registrar** is a full-time employee charged with the records and maintenance of records for all scholars. The registrar ensures that student information systems are accurate and that students receive all eligible services. The **receptionist** is an hourly employee (~25 hours per week) with a schedule that is determined by the campus director. The **social worker** is responsible for the social-emotional health of a campus. The **tech and operations associate** is responsible for ensuring that technology (copiers, computers, projectors, smart phones, phones) is in proper working condition. The **DREAM Coach** works with students to manage behavior and collaborates with social workers to develop behavior management plans.

Role of Experienced Operator. Democracy Prep Public Schools will serve as CMO for DPDC. Working closely with the Campus Director, DPPS will provide comprehensive back-office support, particularly in the areas of accountability, fundraising, operations management, strategic planning, community outreach, and all other administrative tasks needed to ensure the success of the school. DPPS's academic team will also oversee administration of the Democracy Prep academic model at DPDC, and will provide consistent advice and counsel to the Campus Director and staff. The DPDC Board of Trustees will contract with DPPS to provide these services.

Academics	Finance	Operations	External Affairs	Knowledge Management	Talent
Leader U	School Budgeting	Facilities management	Authorizer compliance	Student data analysis	Staff recruitment
Professional Development	Accounting and audits	Human resources	Fund development	Instructional technology	Sample lesson scheduling
Best-practice dissemination	Bulk purchases	Benefits	Board management	Information networks	Recruitment events

Academics Team. Democracy Prep’s curriculum and assessment systems are informed by best practices that have been developed and honed throughout the network. These systems include curriculum scope and sequence, evaluation measures, and comprehensive exams on a six-week cycle that are administered to all scholars in a region at the same grade level. The Academic Team provides extensive planning assistance and feedback on diagnostic assessments to teachers and school leaders. It supports school leaders with professional development, inspections related to school culture and academic rigor, and provides overall instructional oversight to advance comprehensive school quality. Democracy Prep both coordinates and ensures the provision of network-wide professional development and training sessions including an annual Democracy Prep symposium as well subject-area summits throughout the year. Individual campus directors will report to regional executive director on the Academic Team.

Finance Team. The Finance Team manages all finances for the central office and performs financial analysis, stress tests analysis, and long-term planning for the CMO and individual schools. Additionally, the Finance Team prepares individual school annual budgets in collaboration with the school leader and presents them for approval to school level boards of trustees along with quarterly financial reporting to school level boards. The Finance Team supports the creation of systems for accounts payable, accounts receivable, payroll, and for overseeing the accounting process. Day-to-day bookkeeping entries are completed by school-level operations staff who follow the Democracy Prep fiscal policies and procedures manual.

Operations Team. The Operations Team provides support and consultation on all matters related to facilities and capital improvements, benefits administration, procurement systems, food service, and student transportation issues. The Operations Team oversees all Democracy Prep technology systems infrastructure, e-rate compliance, management of information technology, and cross-network platforms. The network Operations Team works closely with school-based staff to create efficient student records systems, filing methods, and school safety plans, and it assists with school efforts to with the fire department, police department, transportation companies, food service providers, and other vendors. The Operations Team also handles compliance protocols, focusing on new charter applications, charter renewals, facilities hearings, and construction management agreements with service providers.

External Affairs Team. The External Affairs Team is responsible for telling the story of Democracy Prep to the world, including funders, philanthropic partners, dignitaries, elected

officials, and boards of trustees. This team is primarily responsible for new and acquisition charter applications, charter renewals, and fund development through philanthropic and government grant writing. The external affairs team is also responsible for managing boards of trustees at all DPPS schools, including scheduling, trustee recruitment, and recording of minutes.

Knowledge Management Team. The Knowledge Management Team is responsible for researching, documenting, and disseminating best practices at Democracy Prep and across the school reform movement to individual Democracy Prep school leaders and teachers. Data captured at the classroom and school level is aggregated and analyzed by the Knowledge Management Team through sophisticated student information management systems and compared across the network for patterns and trends. This team is also responsible for preparing school-, board-, and network-level dashboards with a focus on quality data visualization.

Talent Team. The Talent Team recruits from a national pool of educational talent to fill positions at Democracy Prep schools and at the DPPS central office. Talent Team members attend national recruitment fairs, hold university information sessions, and network through social media. After gathering initial resumes and applications, the Talent Team will vet prospective candidates and present them to campus directors for final review after scheduling a sample lesson or similar authentic task. Once staff members are selected, the Talent Team supports school leaders in implementing the Democracy Prep benefits and human resources functions of the organization. This includes tracking and encouraging staff satisfaction and retention.

For each of these key services, Democracy Prep has a range of tools to ensure campus leaders receive necessary support. The most common of these are: technical assistance and training, intellectual property and best practices, brand management, network functions, quality assurance, and streamlined administration.

Technical assistance and training. Democracy Prep works with campus directors to provide the information, technical assistance, training, and tools needed to improve and expand their schools. Campus directors will also turn to Democracy Prep when they face specific, acute challenges to gain perspective, expertise, resources, and support.

Intellectual property and best practices. Educators in the Democracy Prep network have developed a wealth of experience useful for classroom instruction and school development including curricular materials and classroom management best practices. Democracy Prep transforms the best elements of this knowledge into a slate of accessible tools — including classroom materials, lesson plans, curricular services, assessments, and classroom management techniques — culled from the efforts of master educators.

Brand management. Democracy Prep has established a reputation for instructional effectiveness that produces breakthrough results. This reputation for quality work helps raise the profile and credibility of the campus project. Teacher, staff, and student recruitment are bolstered by the brand. Most importantly, Democracy Prep sees brand management as a crucial mission-goal because of its importance in college admissions for students and talent recruitment for staff.

Information sharing. As a network of high-performing schools, Democracy Prep encourages campus directors to innovate in appropriate instructional and organizational ways. Instead of

legislating tactical moves, Democracy Prep affords local school leaders the latitude to experiment and to document which practices result in improved student learning outcomes. Subsequently, Democracy Prep facilitates knowledge sharing among campus directors by using its website, email groups, video-conferencing, and in-person summits to connect campuses. When leaders and teachers interact across the network, they build supportive relationships that smooth the transmission of useful information and strategies.

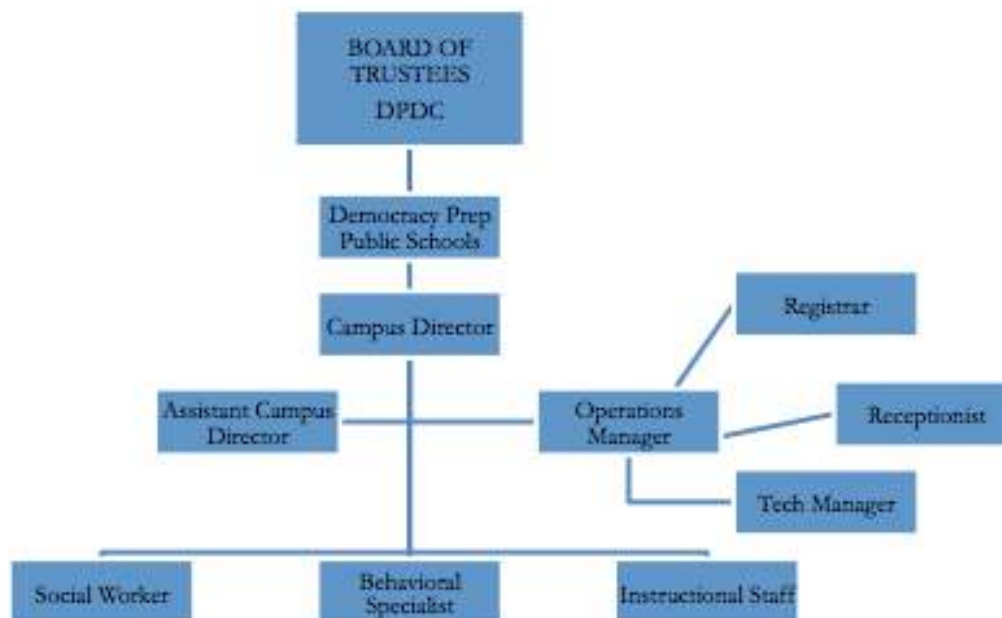
Quality assurance. Democracy Prep schools and leaders go through an ongoing vetting process that includes strong quality assurance mechanisms. Schools embrace a performance assessment and accountability system geared towards managing the fidelity of the implementation. At least twice each year, Democracy Prep conducts school-culture and academic audits performed by teams of network leaders. These inspections serve both to provide constructive criticism and to maintain quality while also ensuring that appropriate interventions are made whenever necessary.

Streamlined administration. Democracy Prep has the capacity to streamline many functions, including those related to development, instructional material production, human resources, performance measurement, evaluation, and accounting. By centralizing certain back-office functions, Democracy Prep frees local school leaders and educators to focus on instructional work. Additionally, by collecting performance and achievement data electronically via an intranet-based system, Democracy Prep ensures schools measure and report impact in real time.

Parent, teacher, and student input in decision-making. The Family Leadership Council (FLC) will meet on a monthly basis and function as the “PTA” equivalent at DPDC, meeting regularly with the school leadership when appropriate. The FLC is a vibrant group of parents and other family members who work closely with the school leadership to improve the quality of education and offer additional opportunities for students and their families. The FLC organizes special events and helps raise attendance at school celebrations, theater events, sporting events, local field trips, debate tournaments, and other activities.

Organizationally, Democracy Prep subscribes to the theory of relinquishment propounded by Neerav Kingsland of New Schools for New Orleans. In practice, this results in decision-making authority being ceded to the individual most intimately familiar with a specific environment. At the classroom level, teachers are empowered to make instructional choices based on their qualitative and quantitative assessment of how students are absorbing challenging material. At the schoolhouse level, campus directors have the authority to implement norms and practices that drive student achievement to the target measures specified in the charter agreements with their authorizing bodies. At the regional level, executive directors have the power to establish standards suitable to the unique operating conditions that prevail in a given jurisdiction. In exchange for these limited grants of autonomy, individuals are held accountable for achieving concrete outcomes tied to their respective job descriptions. Accordingly, this relinquishment model effectively serves as an extension of the fundamental autonomy-for-accountability tradeoff at the heart of the charter school project.

Organization Chart



D. PERFORMANCE HISTORY OF EXPERIENCED OPERATOR

Schools currently managed by Democracy Prep Public Schools

Name:	Year founded or taken over by DPPS:	Address:	Phone:	School Leader:	Gr. 2013-14
Democracy Prep Charter Middle School (DPCMS)	2006	2230 5th Avenue New York, NY 10037	212-281-8247	Tanya Nunez & Ajaka Roth	6-8
Democracy Prep Charter High School (DPCHS)	2009	222 West 134th St. New York, NY 10030	212-281-3061	Natasha Trivers	9-12
Democracy Prep Harlem Middle Charter School (DPHM)	2010	207 West 133rd St. New York, NY 10030	212-281-1248	Anwar Abdul-Rahman	6-8
Harlem Prep Elementary Charter School (HPE)	2011	240 East 123rd St. New York, NY 10035	212-876-9953	Tameka Royal	K-5
Harlem Prep Middle Charter School (HPM)	2012	410 East 100th St. New York, NY 10029	212-831-5394	Kim Dacres	6-7

DEMOCRACY PREP PUBLIC SCHOOLS — EXPERIENCED OPERATOR CHARTER APPLICATION (2013)

Democracy Prep Endurance Charter School (DPE)	2012	250 West 127th St. New York, NY 10027	212-316-7602	Margaret Marrer	6-7
Democracy Prep Harlem Elementary Charter School (DPHE)	2013	2005 Madison Ave. New York, NY 10035	N/A	Natalie Aronson	K
Democracy Prep Harlem High Charter School (DPHH)	2013	212 West 120 St. New York, NY 10027	N/A	Omawali Stewart	9
Freedom Prep Charter School (FPCS)	2013	1400 Collings Rd. Camden, NJ 08104	856-962-0766	Bridgit Cusato-Rosa	6-8

* For more detail on current Democracy Prep Schools: <http://democracyprep.org/schools>

Demographic Profiles

2012-13 Demographic Data

School	Black	Latino	Asian	White
DPCS	74%	25%	1%	
DPH	73%	26%	1%	
HPCS	62%	37%		1%
DPE	60%	40%		

Overall Enrollment	
DPH	
2010-2011	109
2011-2012	228
2012-2013	323
DPCS	
2007-2008	211
2008-2009	302
2009-2010	388
2010-2011	447
2011-2012	609
2012-2013	646
HPCS	
2011-2012	269
2012-2013	450

DEMOCRACY PREP PUBLIC SCHOOLS — EXPERIENCED OPERATOR CHARTER APPLICATION (2013)

DPE	
2012-2013	108
DPPS	
2007-2008	211
2008-2009	302
2009-2010	388
2010-2011	556
2011-2012	1106
2012-2013	1527

Special Education		
DPH		%
2010-2011	24	22.02%
2011-2012	42	18.42%
2012-2013	63	19.50%
DPCS		%
2007-2008	26	12.32%
2008-2009	40	13.25%
2009-2010	40	10.31%
2010-2011	58	12.98%
2011-2012	63	10.34%
2012-2013	96	14.86%
HPCS		%
2011-2012	48	17.84%
2012-2013	89	19.78%
DPE		%
2012-2013	28	25.93%
DPPS		%
2007-2008	26	12.32%
2008-2009	40	13.25%
2009-2010	40	10.31%
2010-2011	82	14.75%
2011-2012	153	13.83%
2012-2013	276	18.07%

Free/Reduced Price Lunch		
DPH		%
2010-2011	88	80.73%
2011-2012	185	81.14%
2012-2013	258	79.88%

DEMOCRACY PREP PUBLIC SCHOOLS — EXPERIENCED OPERATOR CHARTER APPLICATION (2013)

DPCS		%
2007-2008	170	80.57%
2008-2009	255	84.44%
2009-2010	319	82.22%
2010-2011	381	85.23%
2011-2012	487	79.97%
2012-2013	553	85.60%
HPCS		%
2011-2012	244	90.71%
2012-2013	400	88.89%
DPE		%
2012-2013	93	86.11%
DPPS		%
2007-2008	170	80.57%
2008-2009	255	84.44%
2009-2010	319	82.22%
2010-2011	469	84.35%
2011-2012	916	82.82%
2012-2013	1304	85.40%

English Language Learners		
DPH		%
2010-2011	6	5.50%
2011-2012	16	7.02%
2012-2013	19	5.88%
DPCS		%
2007-2008	15	7.11%
2008-2009	20	6.62%
2009-2010	20	5.15%
2010-2011	20	4.47%
2011-2012	27	4.43%
2012-2013	30	4.64%
HPCS		%
2011-2012	16	5.95%
2012-2013	38	8.44%
DPE		%
2012-2013	3	2.78%

DEMOCRACY PREP PUBLIC SCHOOLS — EXPERIENCED OPERATOR CHARTER APPLICATION (2013)

DPPS		%
2007-2008	15	7.11%
2008-2009	20	6.62%
2009-2010	20	5.15%
2010-2011	26	4.68%
2011-2012	59	5.33%
2012-2013	90	5.89%

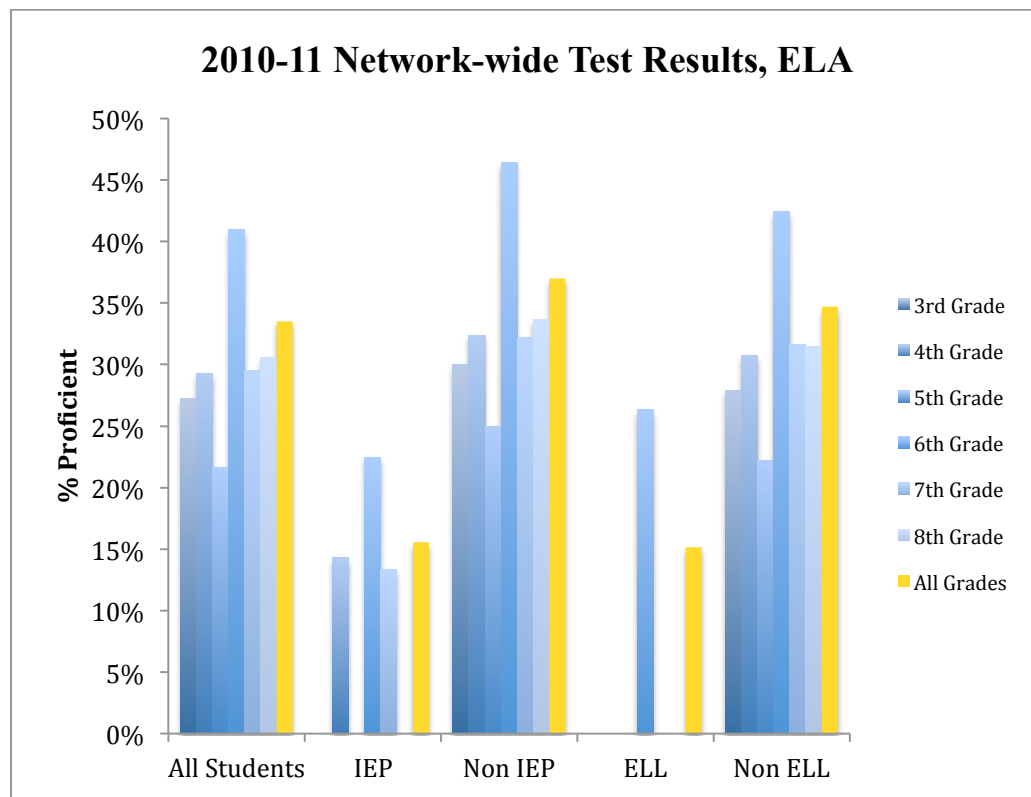
Performance data

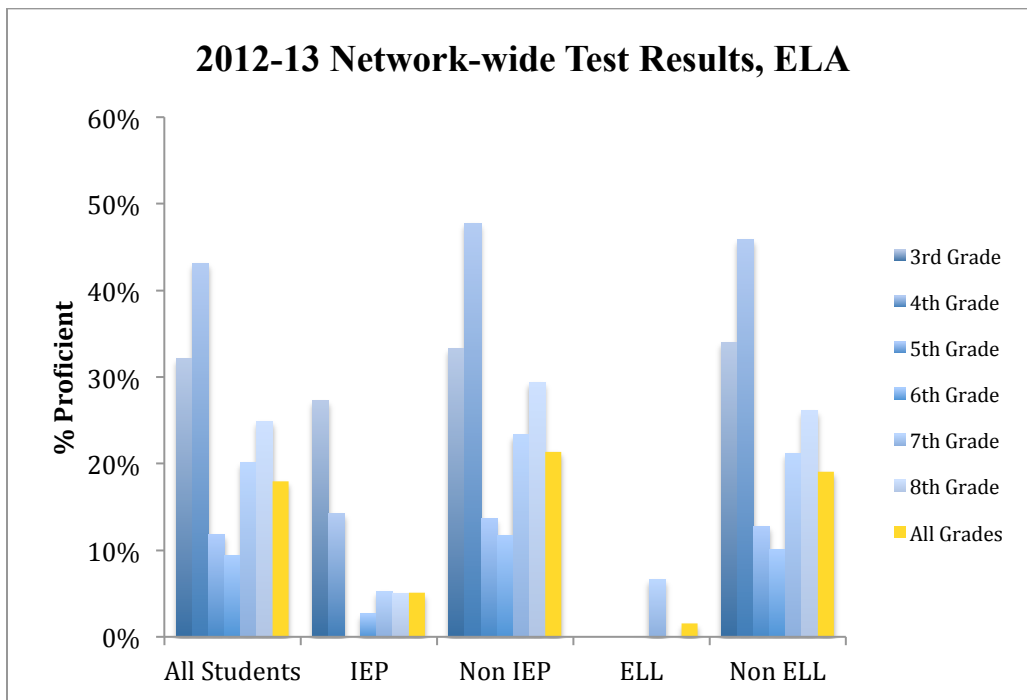
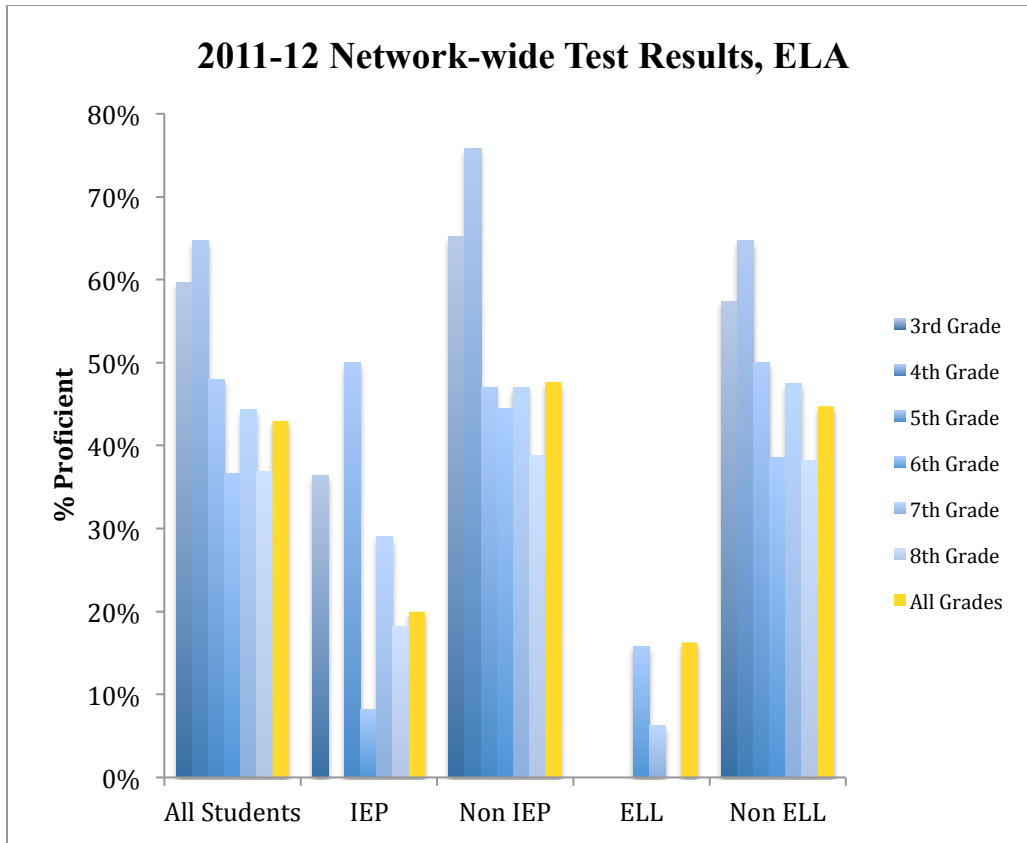
MATH % proficient							
	2007	2008	2009	2010	2011	2012	2013
DPCS	66	80	91	76	81	82	26
Grade 6	66	71	78	63	70	75	12
Grade 7		89	98	87	83	80	33
Grade 8			96	79	91	90	33
DPE							32
Grade 6							32
DPH					71	75	18
Grade 6					71	66	12
Grade 7						84	13
Grade 8							31
HPCS						72	22
Grade 3						73	32
Grade 4						82	27
Grade 5					41	60	4
Grade 6							24

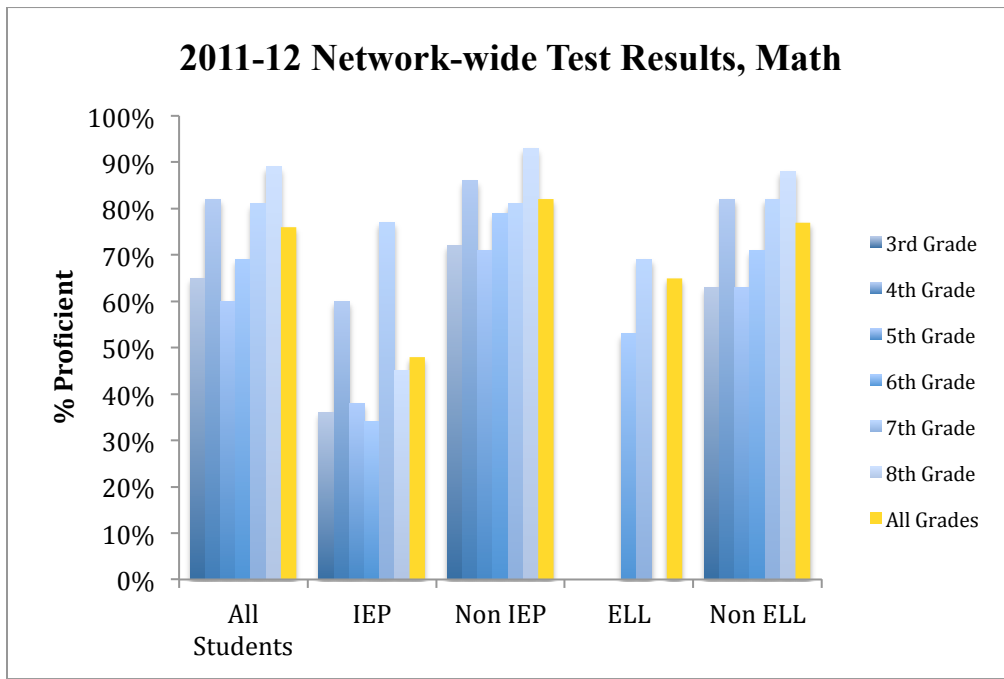
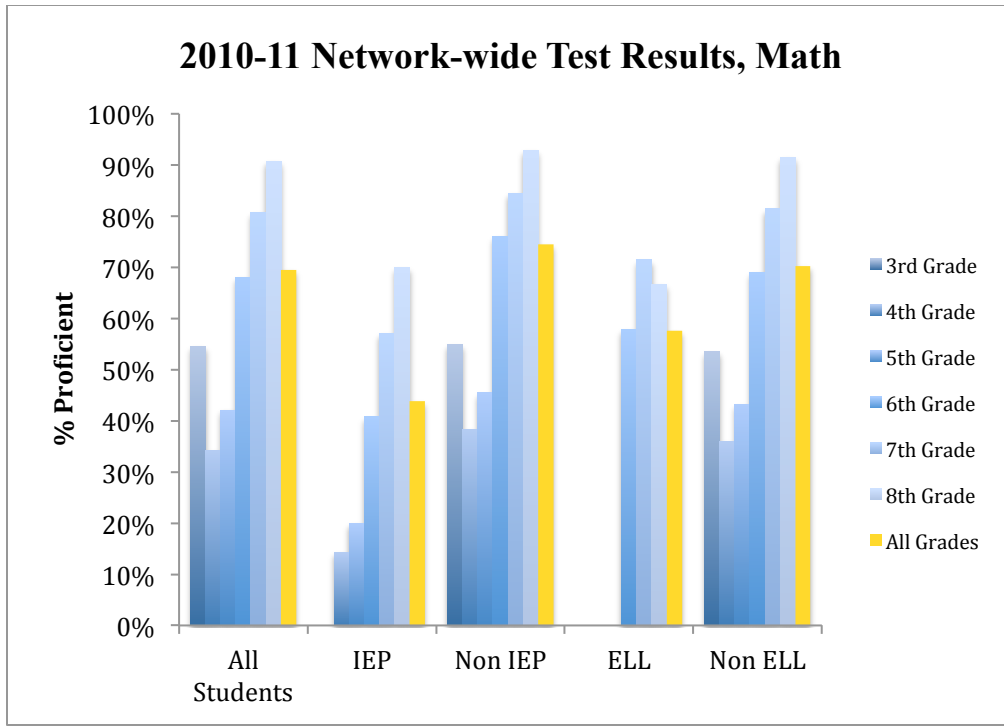
ELA % Proficient							
	2007	2008	2009	2010	2011	2012	2013
DPCS	36	58	71	35	31	38	18
Grade 6	36	52	65	33	33	43	10
Grade 7		63	75	33	29	34	28
Grade 8			72	38	31	38	17
DPE							9
Grade 6							9
DPH					49	44	16
Grade 6					49	31	4
Grade 7						57	13

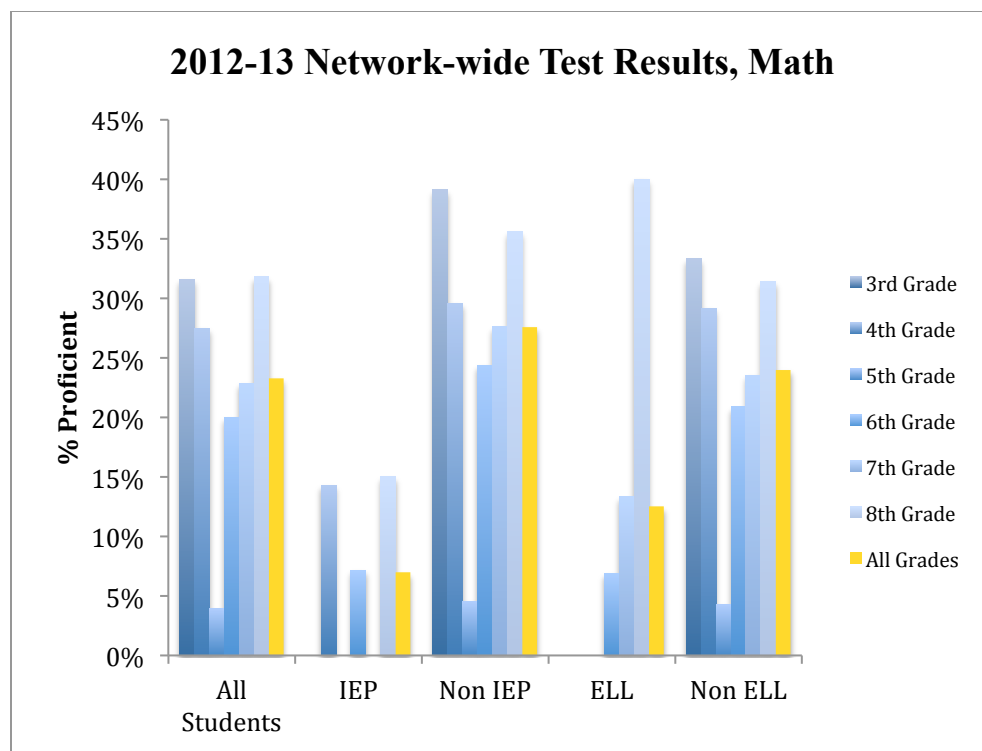
DEMOCRACY PREP PUBLIC SCHOOLS — EXPERIENCED OPERATOR CHARTER APPLICATION (2013)

Grade 8							32
HPCS						59	25
Grade 3						64	32
Grade 4						65	43
Grade 5						48	12
Grade 6							15
SCIENCE % Proficient							
Row Labels	2010	2011	2012	2013			
DPCS	76	60	63	86			
Grade 8	76	60	63	86			
DPH				65			
Grade 8				65			
HPCS			97	96			
Grade 4			97	96			







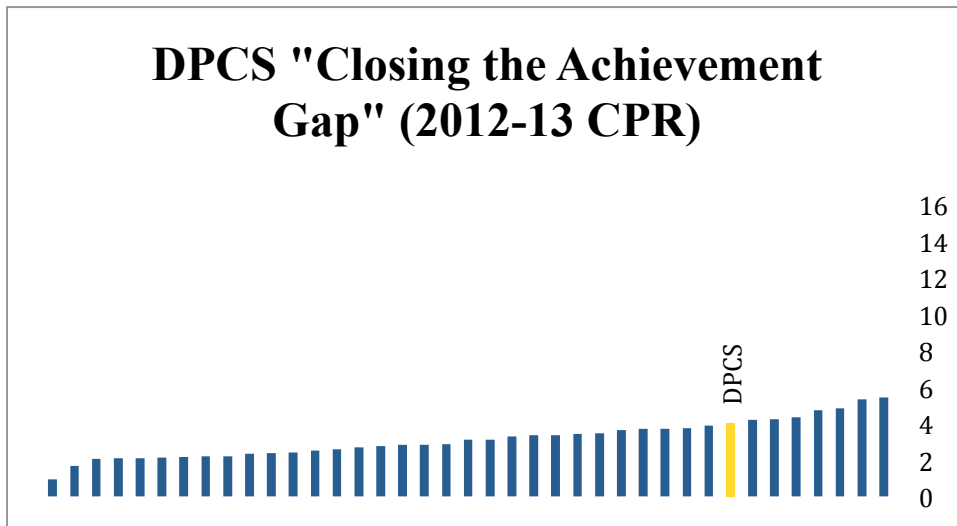
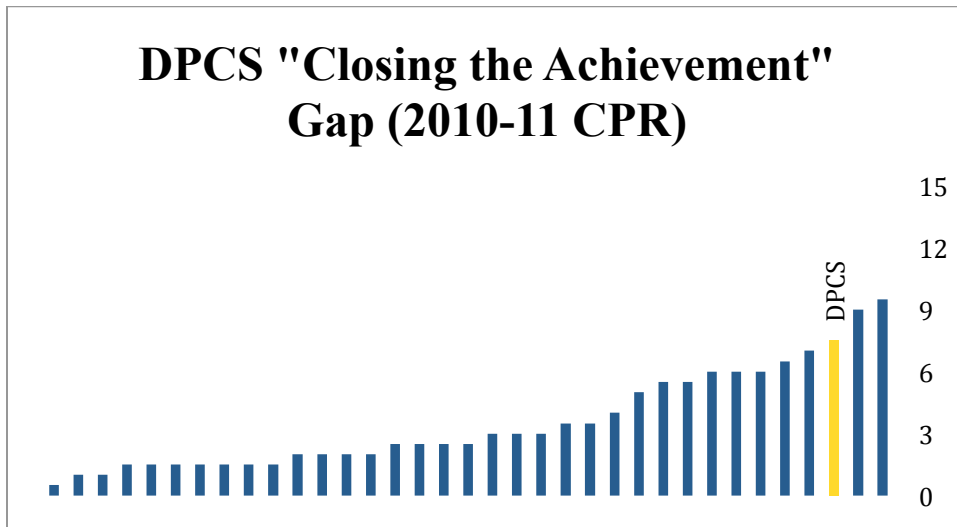
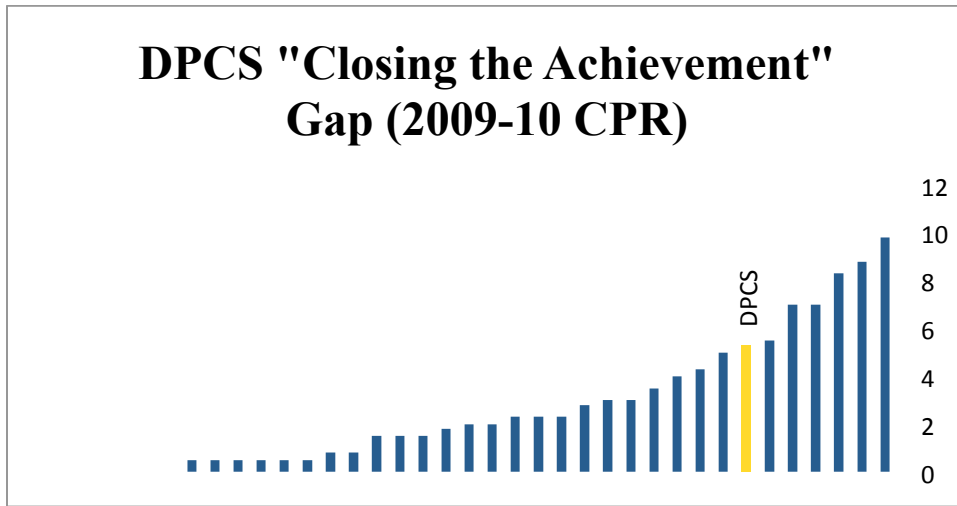


Closing the achievement gap. On the CPR, schools receive additional “Closing the Achievement Gap” credit for exceptional graduation and college/career readiness outcomes of students with disabilities, English Language Learners, and students who enter high school at a low performance level. A school earns additional credit when each high-need student meets the success criteria for an eligible metric. The number of points depends on the percentage of the school's population that is in the high-need group, the percentage of that group that is successful, and a “fixed point value” based on how difficult it is to achieve the success criteria.⁹

CPR “Closing the Achievement Gap” ¹⁰	2009-10	2010-11	2011-12
DPCS’s points earned	5.3	7.5	4.0
Rank among peer group (out of 41)	7 th	3 rd	8 th
Maximum peer group points earned	9.8	9.5	5.4
Average peer group points earned	2.7	3.6	3.1
Average citywide points earned	3.1	3.6	3.1
Total points possible	12	15	17

⁹ See, e.g., http://schools.nyc.gov/OA/SchoolReports/2011-12/Progress_Report_2012_EMS_M350.pdf and http://schools.nyc.gov/NR/ronlyres/99B4C4A8-D8EE-482D-BDEA-72B2BB001518/0/EducatorGuide_EMS_2013_01_04.pdf

¹⁰ <http://schools.nyc.gov/Accountability/tools/report/default.htm>

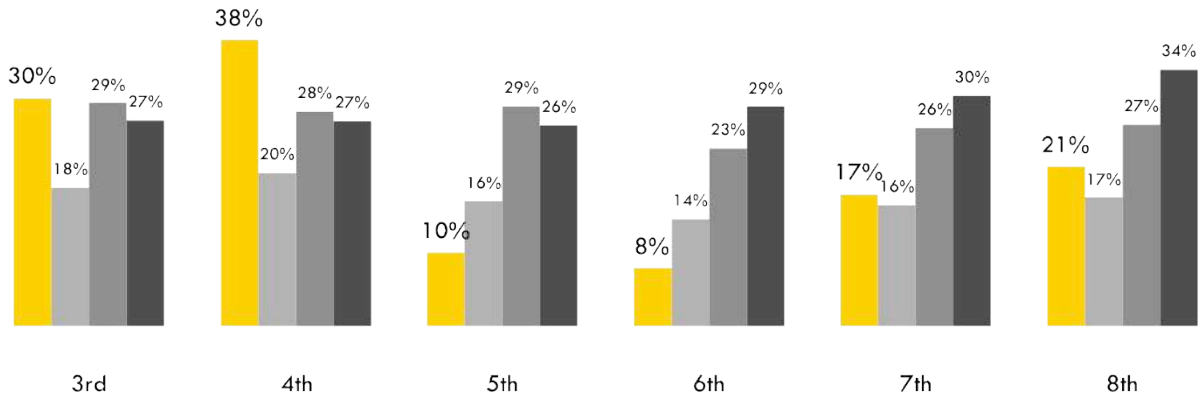


Comparative school performance

**ELA State Test Proficiency
DPPS Overall (2012-13)**

Scores of 3 or 4

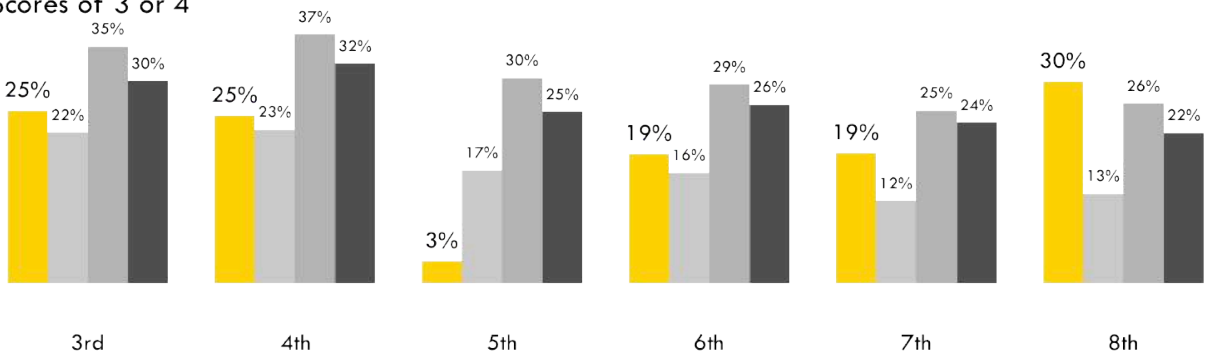
■ DPPS ■ CSD4+5 ■ NYC ■ NYS



**Math State Test Proficiency
DPPS Overall (2012-13)**

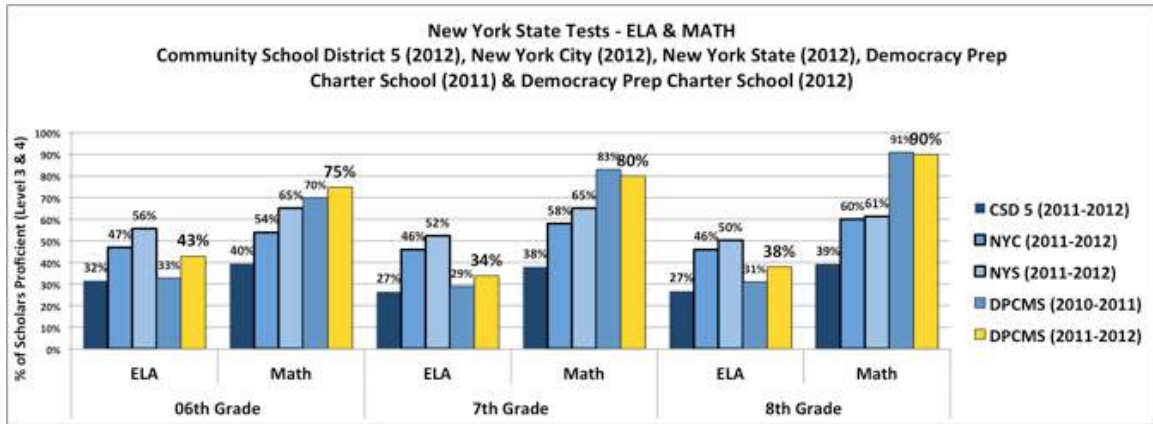
Scores of 3 or 4

■ DPPS ■ CSD4+5 ■ NYC ■ NYS

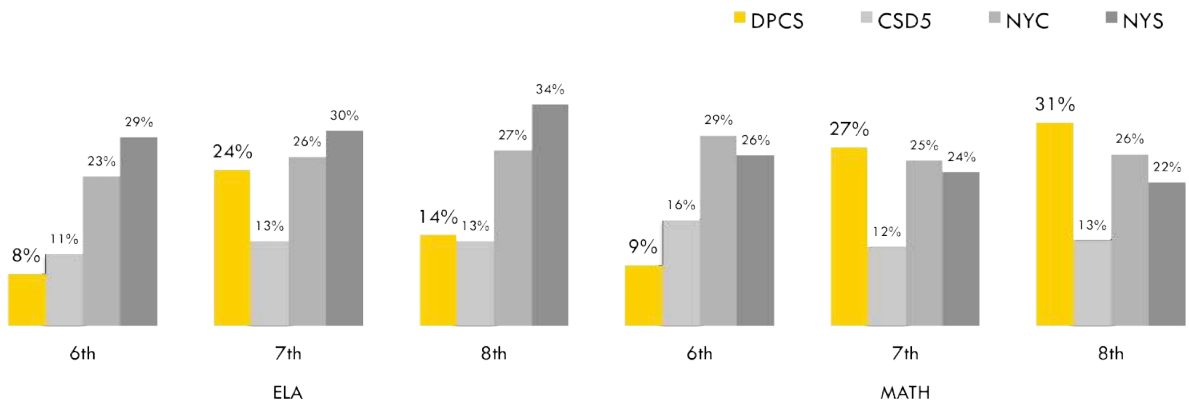


Democracy Prep Charter School

2011-12

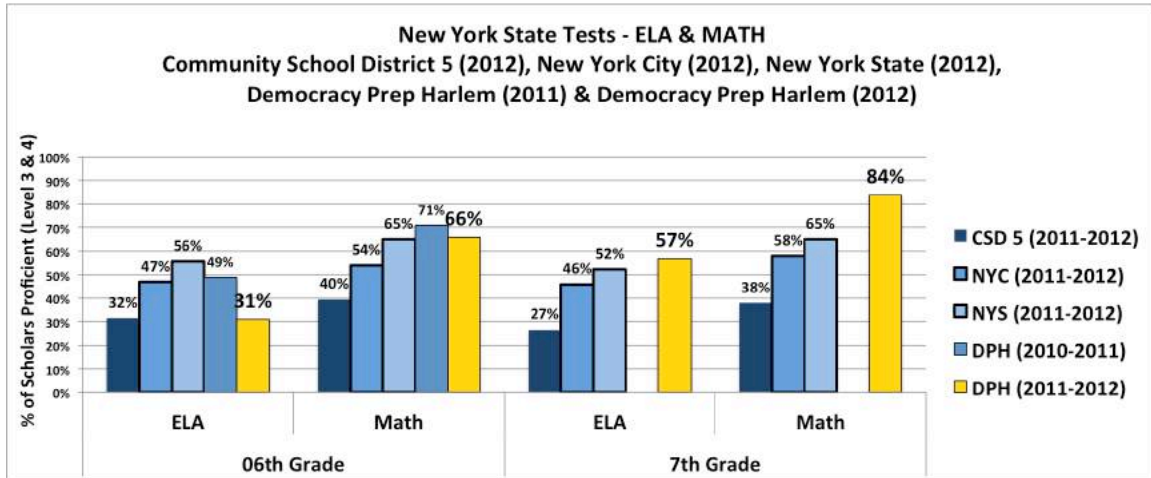


2013

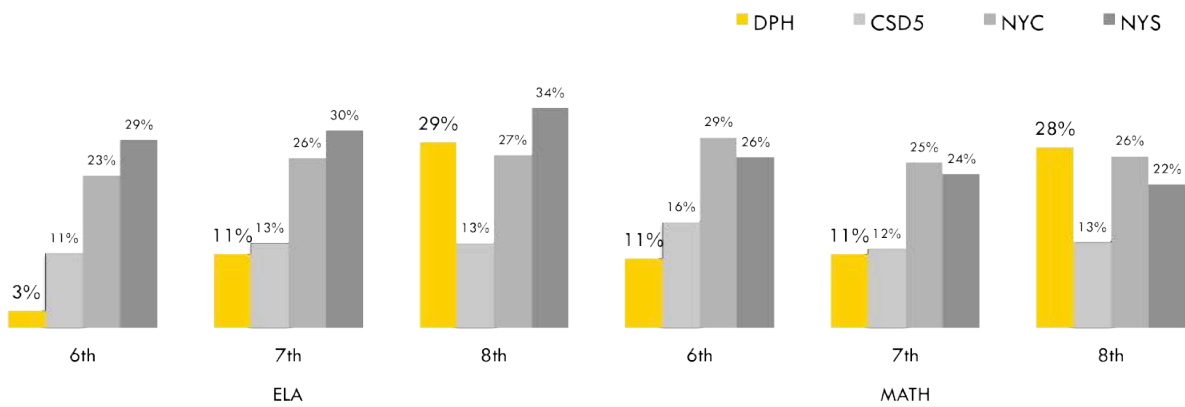


Democracy Prep Harlem Charter School

2011-12

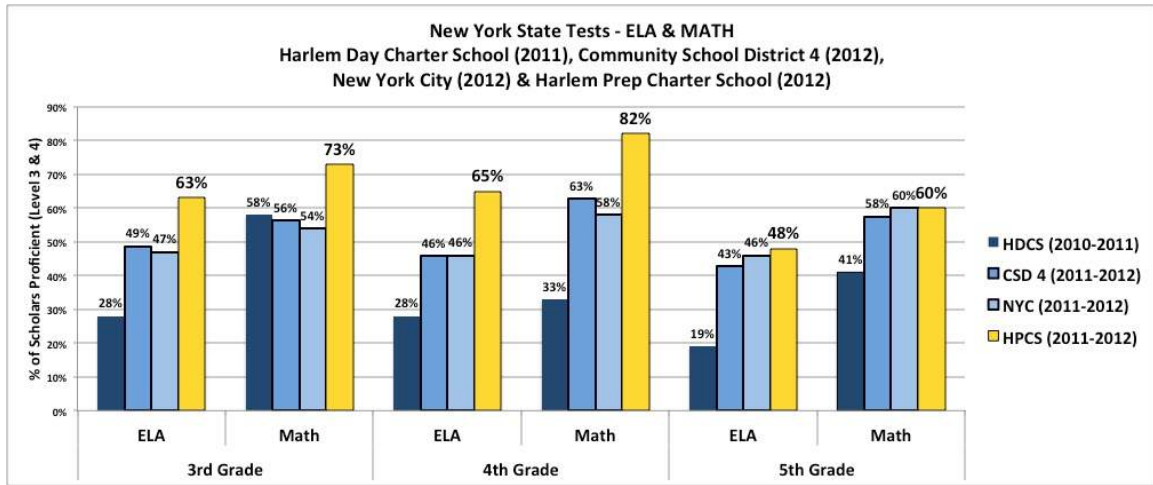


2013

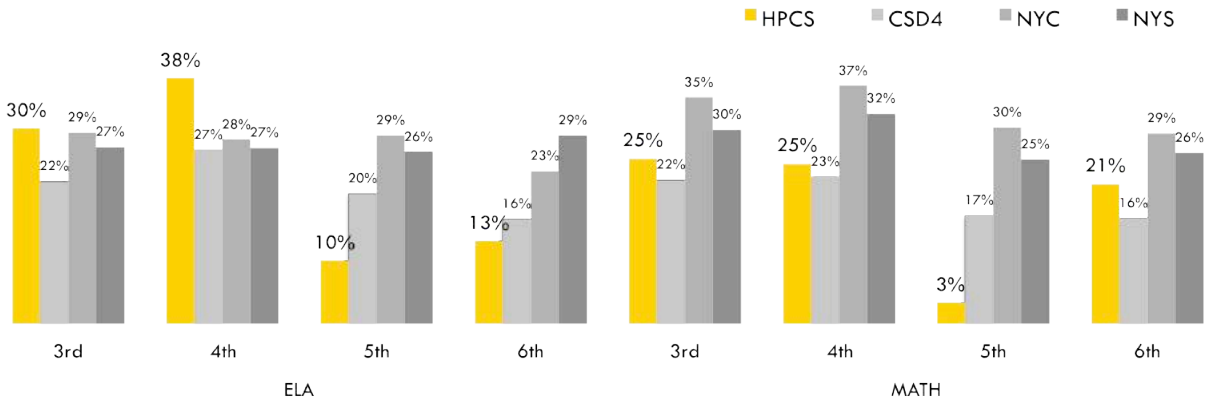


Harlem Prep Charter School

2012



2013



Non-Academic Indicators

Retention by Grade and School				
DPHMS	All Students	IEP	FRPL	ELL
11-12 to 12-13	87%	89%	98%	94%
G6	85%	84%	96%	100%
G7	90%	100%	99%	-
DPCMS	All Students	IEP	FRPL	ELL
07-08 to 08-09	78%	50%	100%	-
G6	81%	42%	100%	-
G7	75%	60%	100%	-
08-09 to 09-10	75%	57%	100%	-
G6	70%	57%	100%	-
G7	78%	-	100%	-
G8	79%	69%	100%	-
09-10 to 10-11	81%	51%	99%	-
G6	80%	48%	100%	-
G7	83%	75%	98%	-
G8	70%	30%	98%	-
10-11 to 11-12	81%	77%	99%	-
G6	74%	57%	97%	77%
G7	81%	87%	100%	-
G8	87%	-	100%	-
11-12 to 12-13	84%	96%	93%	93%
G6	92%	100%	99%	-
G7	83%	100%	93%	-
G8	76%	82%	88%	-
DPCHS	All Students	IEP	FRPL	ELL
09-10 to 10-11	82%	-	100%	-
G9	82%	-	100%	-
10-11 to 11-12	86%	-	100%	-
G9	80%	-	100%	-
G10	94%	100%	100%	-
11-12 to 12-13	88%	90%	99%	-
G9	88%	92%	98%	-
G10	85%	100%	100%	-
G11	93%	75%	100%	-

HPE	All Students	IEP	FRPL	ELL
11-12 to 12-13	76%	92%	98%	90%
K	75%	89%	100%	-
G1	75%	100%	100%	-
G2	89%	100%	100%	-
G3	71%	82%	97%	-
G4	79%	100%	96%	-
G5	66%	89%	89%	-
* Calculation of IEP and ELL percentages reflect students designations in the prior year				

DPPS Waitlist (as of September 2013)

Grade	Students
K	431
1	338
2	347
3	349
4	367
5	357
6	450
7	201
8	256
9	713
10	332
11	296
12	104
Total	4541

Audits. For access to audited financial statements and management letters issued during the previous three years by independent auditors, please go to <https://democracyprep.box.com/s/74wp4kz5sclflr9m1yna>.

Annual Reports. For the most recent Annual Reports of the schools in the Democracy Prep Public Schools network, please go to <https://democracyprep.box.com/s/yjq6vn1p5eymtvo8el42>.

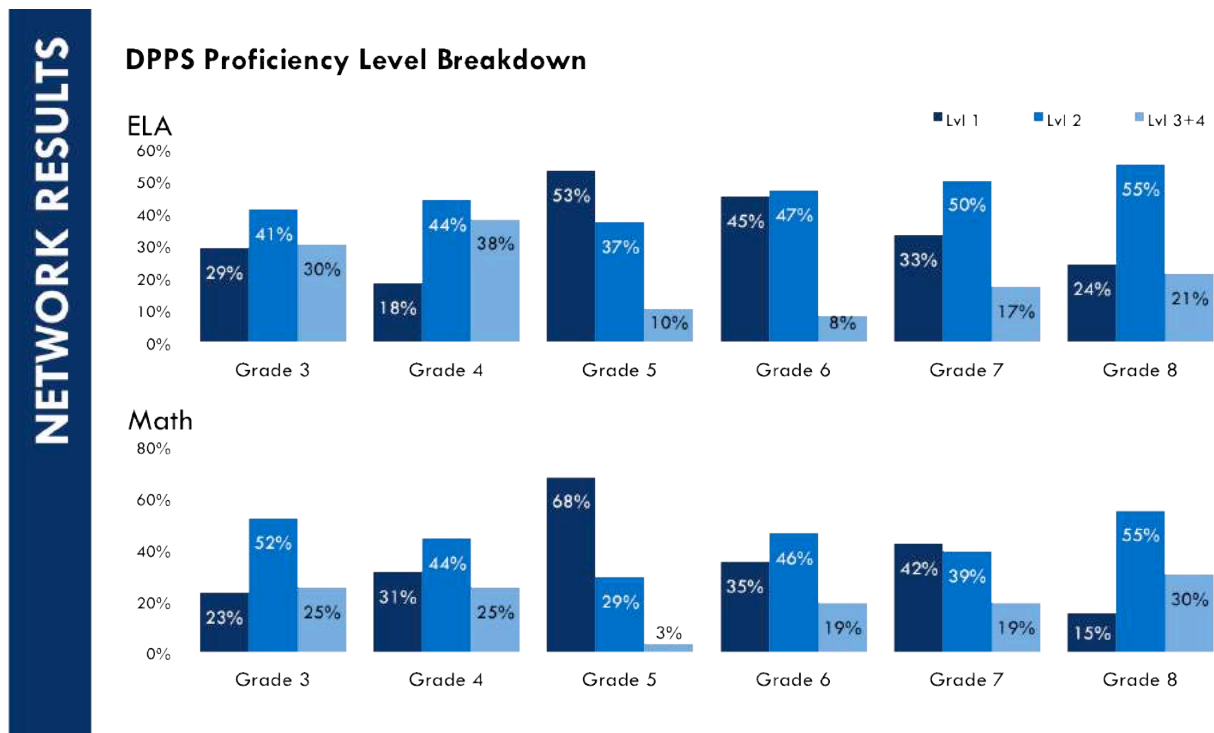
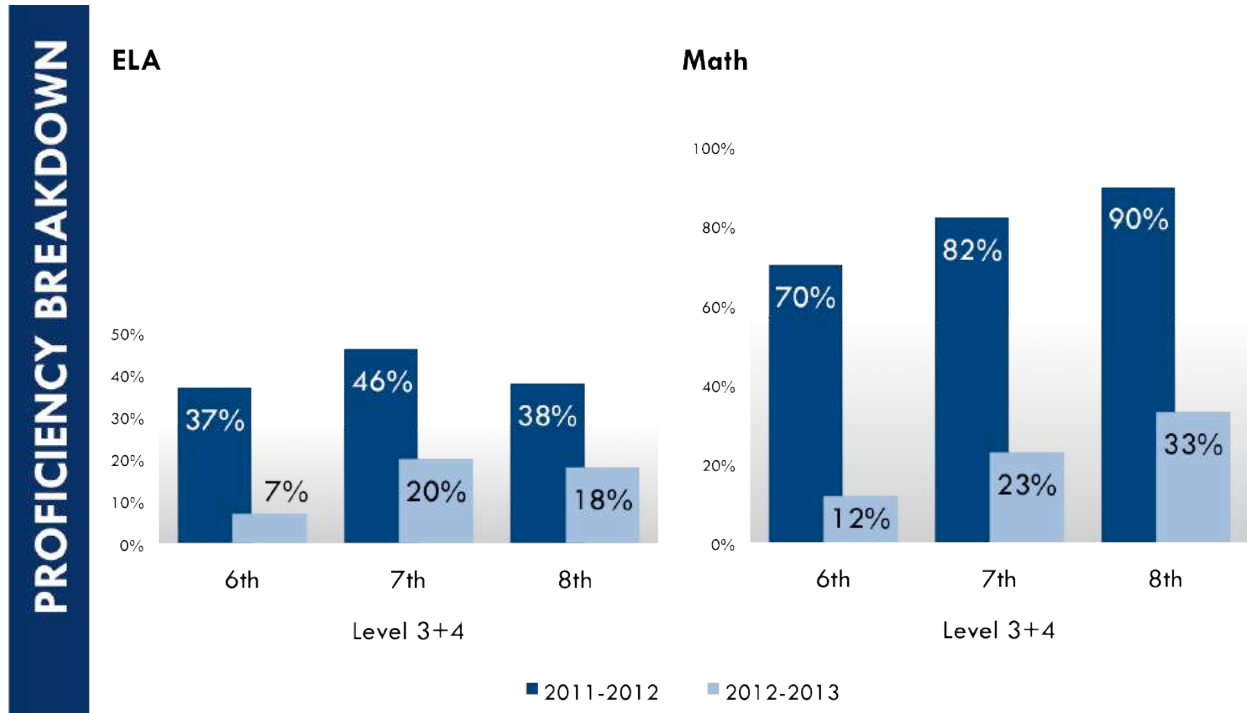
Litigation. *New York City Parents Union v. Board of Education of the City School District of the City of New York* (New York State Supreme Court, Index No. 108538/11). Plaintiffs challenged the New York City Department of Education’s policy of providing space in underutilized public facilities to public charter schools free of charge and are seeking to compel the DOE to collect over \$100 million in back rent that it allegedly should have been charging co-located charter schools over the past decade. Alongside a host of New York City public charter schools DPSCS intervened in the suit as a defendant. Kirkland & Ellis, which is representing the intervenor-defendants, moved to dismiss the plaintiffs’ complaint on several grounds. The motion was reargued on January 30, 2013, and the court dismissed plaintiffs’ claim in its entirety on April 29, 2013.

Amponsah, et al v. Department of Education & Democracy Prep Public Schools (New York State Education Department, Appeal No. 19833). In New York, before the Department of Education sites a new school in an underutilized district facility, it is legally obligated to release an Educational Impact Statement that details how the proposed co-location will affect students currently in the building, draft a Building Utilization Plan that explains how common spaces will be shared, and hold a joint public hearing for the community to offer its thoughts on the proposal. Once those requirements have been satisfied, the matter goes before a vote at the Panel for Education Policy, which has final approval. In May, the DOE proposed siting a new Democracy Prep high school (DPHH) in a building that currently houses the Mid-Manhattan Adult Learning Center. Because the DOE determined that the MMALC is technically a “program” and not a “school,” it elected to bypass the requirements governing co-location of public schools and site the school without issuing an EIS or a BUP and without PEP approval. On August 12, 2013, MMALC commenced a special appeal with the New York State Commissioner of Education, naming both the DOE and DPPS as respondents. Democracy Prep filed its Answer and accompanying Memorandum of Law on August 27, and the matter is currently pending adjudication.

Past Consulting Experience. In 2009-10, Democracy Prep briefly contracted with the Rhode Island Mayoral Academies to provide a select suite of educational management services to a public charter school in Blackstone Valley. That narrow engagement, which concluded at the natural expiration of the limited Memorandum of Understanding between the parties, has informed Democracy Prep’s deliberate approach to expansion in the ensuing years. Having witnessed firsthand how sudden realignments can supersede good intentions and well-honed plans, we have reaffirmed our commitment to emphasize quality rather than quantity when considering how best to scale. If Democracy Prep proves successful at mitigating the many risks capable of derailing even the most thoughtful expansion plans, we intend to return to seek authorizer approval to build out multiple K-12 continuums that would ensure thousands of D.C. children receive an outstanding free education from the moment they enroll in the public school system until the moment they graduate from high school.

Negative publicity. Proficiency scores across the Democracy Prep network dropped precipitously on the 2013 New York State ELA and Math Exams. The assessments, which provided stronger evidence of whether students are truly on track to succeed in college, established a new baseline against which all future progress will be measured. While the results of the new assessments were sobering, Democracy Prep is proud of the growth our scholars made, consistent with previous years. Democracy Prep began transitioning to a common-core aligned curriculum in all of our schools in 2012-3 and in the summer of 2013, we implemented a number of organizational adjustments to better prepare our scholars and our schools for the full transition. Specifically, Democracy Prep introduced the role of assistant superintendents at each grade span (Elementary, Middle and High) to support the implementation of a common-core approach at every school. The Assistant Superintendents work to support our principals and leadership teams in coaching every teacher at Democracy Prep. Our network specialists, reporting to our Assistant Superintendents, revamped our scopes and sequences across all grades levels, as well as internal assessments, to reflect the pedagogical shifts. In continuing to reflect on the results of this year’s assessments, we have recognized that relying on strategies, whether instructional or learning, is insufficient as we prepare our scholars for success in the college of

their choice and a life of active citizenship. Our Assistant Superintendents and Specialists will work across campuses to ensure true increased rigor, content knowledge, critical thinking and vertical alignment.



Draft Management Agreement. A comprehensive Management Agreement entered into by the school and DPPS outlines the scope of the arrangement between the parties, details the breadth of the services and support functions provided by DPPS, and contemplates the relationship between the Board and the CMO as it pertains to termination, contingencies, materials, evaluation, and oversight. The Board will evaluate the Campus Director and DPPS management team annually based on a comprehensive set of guidelines that incorporates both quantitative and qualitative indicators. Please see Section I for a draft of this Management Agreement.

Organizational Charts. Please see Section I for relevant organizational charts.

3. FINANCE

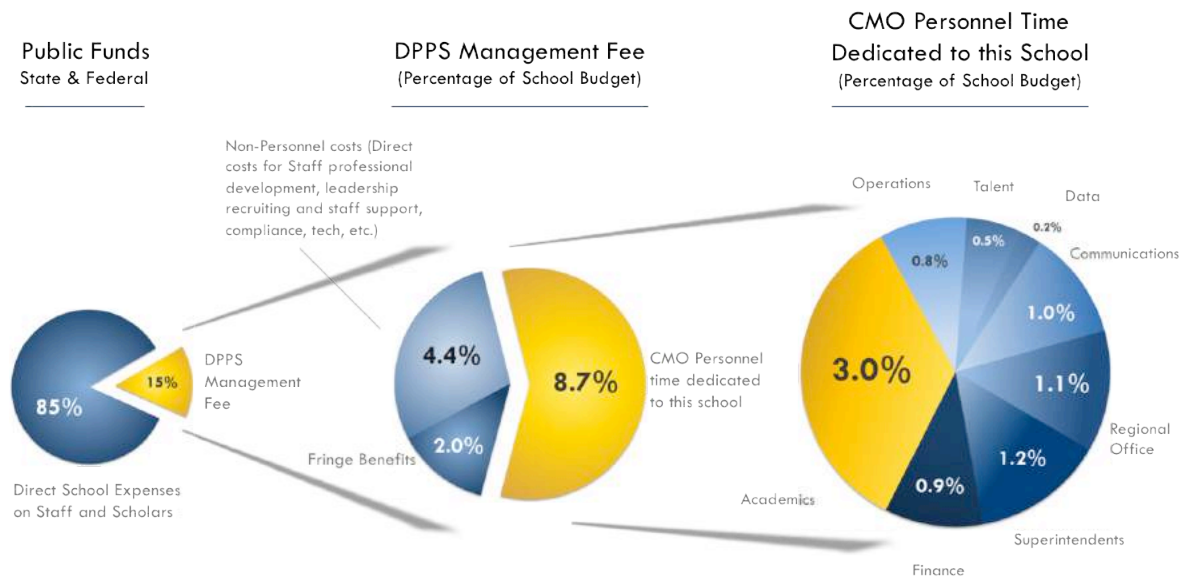
A. ANTICIPATED SOURCES OF FUNDS

Per-pupil allocation. In its first year of operation, DPDC expects to receive \$889,575 in per pupil funding for Pre-K 3, \$889,575 for Pre-K 4, and \$1,186,100 for kindergarten. DPDC expects to receive an allocation of \$175,818 to provide special education services for its kindergarten population. To cover planning and start-up expenses, DPDC will utilize funds from the Charter School Program (CSP) Grant awarded to Democracy Prep Public Schools for expansion and replication in 2012.

Contingencies. If funds for per pupil spending are not available at the expected time, we will supplement costs with the CSP Grant. Upon availability of per pupil funds the school would then reimburse funds used to cover initial campus costs to preserve the soundness of the original budget plan. See Exhibit J for DPPS’s CSP Grant Award Notification (GAN).

Specific financial goals and objectives in five-year budget. As explained above, a core element of Democracy Prep’s approach is to operate and manage schools on public funds that consistently close and reverse achievement gaps for the highest-need students. Accordingly, DPPS’s five-year budget does not contemplate any philanthropic dollars for the purpose of supplementing per-pupil operating revenues.

Anticipated financial transfers between DPDC and DPPS. As compensation for rendering services under the Management Agreement, DPPS shall be entitled to receive a management fee from DPDC in an amount equal to 15% of the school’s non-competitive public revenue (i.e. revenue derived from federal and state funds provided for a charter school, on a per pupil, titled funding, and special education funding basis). Although this management fee is non-negotiable and non-severable, the percentage decreases over time (by 0.5% annually until it reaches a minimum of 12%) concomitant with the reduction in start-up costs.



During Year 0, payment for pre-operating costs (e.g. leadership, school supplies) will be passed down from DPPS to DPDC until the school starts receiving per-pupil payments. Additionally, in the event of a monthly cash-flow shortfall, DPPS will cover the school’s operating expenses on a temporary basis until expected revenues are received and those advances can be reimbursed.

B. PLANNED FUNDRAISING EFFORTS

Planned fundraising efforts to generate capital or for operating expenses. Democracy Prep Public Schools attempts to dispel the notion that public charter schools rely disproportionately on raising substantial sums through private philanthropy by demonstrating that a superior civic and college-preparatory education can be provided using approximately the same financial resources wielded by traditional public schools. Our budget model and financial plan ensure that our core educational program will operate exclusively with public funds (i.e. per-pupil allocations and federal entitlement grants). If DPDC receives a permanent siting in an underutilized public facility, the additional costs of charter expansion (e.g. talent recruitment and leadership training) will be borne exclusively by Democracy Prep Public Schools, which already specializes in providing these services to the schools in its network.

Plans to raise funds to cover pre-opening costs. Funds required for the planning and development expenses for DPDC will be drawn down from the CSP Replication and Expansion Grant awarded to Democracy Prep Public School by the United States Department of Education in 2012.

C. FINANCIAL MANAGEMENT AND ACCOUNTING

Financial management and internal accounting procedures. Democracy Prep Public Schools are committed to developing and maintaining fiscal policies and procedures that ensure sound internal controls and accountability in accordance with Generally Accepted Accounting Principles (GAAP) and Financial Accounting Standards Board (FASB) rules and regulations.

As nonprofit organizations, all Democracy Prep Public Schools and related entities are entrusted with funds granted by government agencies, private foundations, and individual contributors, by which the integrity of the financial data/records and a strict adherence to the highest standards of accounting are imperative.

The “Fiscal Control Structure” is defined by the fiscal policies adopted at the Board level that are then implemented through an explicit set of procedures or practices. This combination of policies and procedures ensures efficient use of resources and helps to safeguard each entity’s assets by reducing the potential unauthorized use of assets or misstatement of account balances. On a day-to-day basis the control structure serves to facilitate each Democracy Prep school’s ability to process, record, summarize, and report financial information, as per the requirements of internal and external monitors.

Cash flow management. In early February, five months prior to the new fiscal year (which begins on July 1), the DPPS Chief Financial Officer (CFO) and Senior Director of Finance will initiate the annual budgeting process for the School. The process will begin with an analysis of the School’s financial reports to date and an evaluation of the accuracy of the critical cost assumptions and drivers.

The CFO and Senior Director of Finance will then meet with key School staff members, including the Principal/Campus Director(s) and Democracy Prep personnel including the CEO to discuss any proposed modifications to the assumptions/drivers and to clarify the programmatic objectives and plans for the following school year.

By approximately March 15, the CFO will circulate a budget draft and schedule budget meetings with the School and Democracy Prep staff. Any additional modifications and adjustments will be made by April 1, at which time the CFO will present the budget to the Board Finance Committee. The Finance Committee will review and offer comments and request additional modifications.

A final budget will be presented at the next meeting of the School’s Board of Trustees during the month of April and approved in time for the start of the new fiscal year on July 1.

On annual basis, as part of the budget process, the CFO and Senior Director of Finance and Finance prepare an annual cash flow worksheet where the expenditures and revenues for the School are plotted on a monthly basis, flowing into an eighteen-month model, as needed. Once the expenditures are plotted on the timeline, in conjunction with the CEO, CFO, and Senior Director of Finance, the projected revenue flows are also plotted on a timeline. The cash flow model indicates, at an early point, the months during which a DPPS School may face difficult cash flow issues.

On a monthly basis, the CFO and Senior Director of Finance update the cash flow model, integrating new data drawn from the accounting system. In the event of a critical situation, the CFO or Senior Director of Finance will contact the Board Treasurer so that appropriate actions may be taken.

On behalf of the School, the CFO and Senior Director of Finance, in conjunction with the Board

Treasurer as necessary, will address difficult cash flow issues and will contact banking institutions, vendors and current funders, as necessary.

Segregation of school resources. Democracy Prep Public Schools and the educational corporations to which it provides management services are wholly independent entities. Both the CMO and the schools in its network are governed by autonomous nonprofit boards of trustees. No more than two officers of the CMO serve in an official or *ex officio* capacity on any school board, and all trustees adhere to best practices regarding grounds for recusal during conversations and votes that could conceivably give rise to the appearance of a conflict. Each entity has its own books and bank accounts, receives an independent annual audit of its financial position, and maintains exemption from federal income taxation under section 501(c)(3) of the Internal Revenue Code.

D. CIVIL LIABILITY AND INSURANCE

Please find attached as Exhibit K a preliminary proposal from our insurance broker.

E. PROVISION FOR AUDIT

The DPDC Board will steadfastly commit to prudent fiscal management of both our public and private resources. The Board will hire a Certified Public Accountant Firm to conduct annual reviews of cash flow, retrospective budget, and financial controls. The audit will be conducted according to Government Auditing Standards in the District of Columbia and included in the Approved Auditor List for charter schools. DPDC will provide the necessary financial records, documentation, and data required to complete the financial audit. Upon completion, the audit will be submitted to the DC Public Charter School Board and other appropriate authorities as required by law.

4. FACILITIES

A. IDENTIFICATION

Options and timeline for identifying and acquiring a facility. Democracy Prep completed a School Reuse Questionnaire on the Deputy Mayor for Education's (DME) website in June of 2013. Although we were ineligible to respond when the Request for Offers for the first batch of four school properties was issued in July, we hope to receive conditional approval of our charter application in time to submit a response to the RFO when the next round of former DCPS assets are released. As an operator with a track record of providing high quality public school seats to students eligible for both Free or Reduced Price Lunch and Special Education services, we believe we will be a competitive candidate to be selected as the applicant most suitably qualified to reuse the former DCPS asset in a manner that best addresses the needs of the local community. Should we receive conditional approval, identifying and acquiring a suitable facility would be our top organizational priority.

B. SITE RENOVATION

Democracy Prep will attempt to identify a school site that does not require extensive renovation, so that DPDC can focus funds on more resources that directly impact instruction and student

achievement. DPDC will work to identify and secure a facility that is programmatically accessible to all students who wish to attend. The mission of DPDC — to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship — does not exempt students with special needs. DPDC will be deeply committed to serving all students in our community and firmly believes that all students should have access to a high-quality education. As such, DPDC, is intent on ensuring that all students, regardless of mobility limitations, have access to the entirety of its programmatic offerings in a safe space that promotes a high achieving learning environment.

C. FINANCING PLANS FOR FACILITIES

DPDC will actively collaborate with the PCSB and all interested parties from the communities we hope to serve to obtain a siting in excess DCPS space. Six of our eight campuses in Harlem are co-located in district facilities alongside traditional public schools, and Democracy Prep has a demonstrated track record of working in genuine partnership with school administrators, city officials, and stakeholders from the neighborhoods in which we are situated. If we are provided with adequate space in a DCPS facility, we understand that there will be costs associated to our lease and maintenance of our portion of the facility, and we have budgeted generously (approximately 5% of our total expenses) for the necessary costs.

If it becomes necessary for DPDC to acquire space in a private facility, it will establish a line of credit with a third party to finance the additional costs. Based on our conversations with local landlords as well as numerous real estate agents and charter school facility experts, we have budgeted for \$25 per square foot. In our facilities scenarios, we have planned for approximately 85 square feet per student including ancillary, office, and hallway spaces. At this rate, we have budgeted approximately 15% of our total expenses for private market space. This figure is based on best practices across the country but may have to be reduced given the space constraints in Washington, D.C., which would further improve our financial projections.

D. BUILDING MAINTENANCE

DPDC will comply with applicable laws, resolutions, codes, requirements, decisions, statutes, ordinances, rules and regulations of any governmental or quasi-governmental authority, department, bureau, agency, body or official having jurisdictions over the operation, occupancy, maintenance, alteration and use of the facility.

DPDC will submit an annual report to the District of Columbia Public Charter School Board that documents how DPDC facilities comply with the applicable health and safety laws and regulations of the federal government and the District of Columbia. DPDC will also submit to all applicable health and safety inspections by government officials, and take all appropriate steps to ensure appropriate air quality/ventilation, building condition, cleanliness, temperature control, and absence of pests/infestation in compliance with applicable health and safety and building regulations.

DPDC will provide required and appropriate health and safety training to its staff, such as annual CPR and First Aid trainings. The school will be equipped with appropriate first aid kits and DPDC will consider the applicable requirements for obtaining nursing services from the District

of Columbia. DPDC will also require evidence of students' required immunizations and provide information to parents on such requirements in a timely manner.

DPDC will comply with the Americans with Disabilities Act, ensuring that children with disabilities have access to school facilities as required by law. DPDC will carefully consider such requirements in the selection, configuration or alteration of any existing facility.

DPDC will comply with all regulations for fire safety under the District of Columbia Fire Prevention Code. DPDC will provide training to staff and students, develop fire evacuation and safety plans, and conduct fire and emergency drills in accordance with all such requirements. Emergency routes will be mapped and posted in each room and fire drills will be performed regularly.

Consistent with the duties and obligations of the existing custodial arrangement, nightly maintenance will include

- Emptying all baskets and other receptacles & removing to disposal area;
- Cleaning all hallways;
- Cleaning all students' desks, chairs and counter tops;
- Cleaning all furniture, window sills & all other surfaces in classroom & main offices;
- Sweeping & mopping stairways, tile floors, and bathroom floors;
- Sanitizing & polishing bright work on all drinking fountains;
- Removing finger marks from doors and walls;
- Cleaning all restrooms (including emptying and cleaning wastebaskets; cleaning and disinfecting sinks, toilets, and urinals; washing all shelves, metal and porcelain work; cleaning all mirrors; polishing bright work on sink and toilets; cleaning and replenishing lavatory dispensers from school stock; spot cleaning walls & stall partitions);
- Turning off designated lights and secure all doors;
- Maintaining all janitors' closet in orderly and clean conditions; and
- Vacuuming all carpet areas and all floor mats.

5. RECRUITMENT AND MARKETING

A. RECRUITMENT OF STUDENTS

Outreach Plan. Democracy Prep Public Schools and DPDC will undertake the measures below, among others, to recruit student applicants and will provide translation services, if necessary, for all promotional materials and any person-to-person interaction requiring an English translation:

- 'Door Knock': Canvass neighborhoods door-to-door to further reach interested families and leave materials. Start a face-to-face connection with members of the surrounding community.
- Visit, with permission, local pre-kindergarten programs, elementary schools, after-school programs, and youth centers;
- Organize numerous open houses;
- Attend all school enrollment fairs;

- Visit local organizations in Wards 7 & 8 to speak with staff and students;
- Mail applications to households with elementary-aged students in local D.C. neighborhoods;
- Post flyers and notices in local newspapers, supermarkets, churches, community centers, and apartment complexes; and
- Conduct extensive outreach to Pre-K and elementary school leaders.

Timeline for student recruitment. Formal recruitment of incoming students for the opening year will begin after Democracy Prep D.C. is authorized. During or before January of the opening year, Democracy Prep will advertise open registration to families. If they choose to attend, families will meet with staff and review the expectations of the school. Interested families will submit applications between January 15 and March 31 of the opening year. Once the application window has closed, a formal lottery will be conducted and observed by a third party by mid April. Students will not be admitted prior to the lottery.

Recruitment strategy. Our canvassing team will canvass door-to-door in the vicinity of our new school, speaking with individual families about our network and the work that we do to ensure our scholars are prepared to get to and through college. We will canvass until we have a healthy waiting list to ensure that we have enough scholars to open a school. We will also have someone on the ground in Washington, D.C. beginning in mid-October to begin grassroots community work in order to ensure that D.C. residents are familiar with our schools and the transformative work we do with our scholars on a daily basis.

Process for choosing location. Democracy Prep Public Schools is comfortable with the practice of co-location, as well as incubation, both in public space. DPDC would welcome the opportunity to share space in an under-utilized public school space. DPDC will work to find innovative and creative solutions to solve facilities issues in DC. Democracy Prep, because of our commitment to operate schools on public funds, requires public space in order to apply our tested model.

Process for ensuring fair and equitable enrollment process. DPDC will use various outreach efforts to attract and retain students who are at risk of academic failure and will continue to adopt and implement new measures designed to sustain its proportion of such students in 2014-15 and beyond. Specifically, we will conduct extensive outreach to elementary school guidance counselors and PTAs, and will contact Special Education instructors, ELL instructors, and guidance counselors in D.C. elementary schools in order to identify high-needs students that could naturally feed into DPDC. With permission, we will visit local elementary schools, after-school programs, and youth centers. We will organize numerous open houses, visit local organizations to speak with staff and students, and post flyers and notices in local newspapers, supermarkets, churches, community centers, and apartment complexes. Additionally, DPDC will directly mail applications to all students in D.C. and will canvass each housing development in order to drop off enrollment applications at each door irrespective of whether a school-aged student resides in that apartment. Native Spanish speakers will accompany each canvasser to ensure that Spanish-speaking families are not precluded from applying.

Plans to open additional campuses. Our initial priority is to create a high performing K-12 continuum in the District of Columbia. Assuming our model proves adaptable to local conditions and that the proposed school performs at a level consistent with the demanding expectations imposed both by the Democracy Prep network and by our students, families, authorizers, and other external stakeholders, we envision developing a D.C. hub that consists of between six and nine schools with multiple campuses serving scholars at each grade level.

C. OPERATIONS PLAN

1. STUDENT POLICIES AND PROCEDURES

A. TIMETABLE FOR REGISTERING AND ENROLLING

Common application. DPDC will adopt the D.C. common application date and will support efforts to join a common lottery with other charter schools in the D.C. area.

Waitlist procedures and sibling preference. DPDC shall be open to any child who is eligible under the laws of the District of Columbia for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including SRA §§ 38-1802.02(10); 38-1802.06 of the District of Columbia School Reform Act of 1995. New students will be admitted each year to DPDC through a lottery system, without regard to prior measures of achievement or aptitude, disability, ethnicity, race, gender, national origin, religion or athletic ability. Admissions will be determined by a random lottery open to residents of the District of Columbia.

If demand for seats exceeds available supply at any grade level, DPDC will establish a waitlist. DPDC will maintain accurate records concerning its waitlist and will retain the names, home addresses, and telephone numbers of students who entered the lottery but did not gain admission. In the event that a vacancy arises during a school year, students will be admitted from the waitlist in the order that they are listed. The waitlist shall expire annually at the lottery drawing following the next year’s enrollment period.

An applicant whose sibling gains admission to DPDC through the randomized lottery process will be guaranteed admission to the School. For the purpose of this policy, a “sibling” is a child to whom the applicant is related either (1) by birth (by means of the same father or mother) or, (2) by legal adoption or legal guardian.

B. POLICIES AND PROCEDURES FOR ENROLLMENT AND WITHDRAWAL OF STUDENTS

Enrollment and withdrawal. The student recruitment and on-boarding process takes place in three phases: Pre-Lottery, Post-Lottery, and Enrollment.

Phase 1: Pre-Lottery. The Pre-Lottery Phase includes preparation of applications, canvassing for students, open houses and other events for parents and students, and conducting the actual lottery. In general, Democracy Builders (“DB”) will canvass in person and through mailings that target all eligible students residing in the community in which DPDC is located. All recruitment materials will be translated into Spanish. Open House events will be held at each campus starting in January and going through the end of March. At these events, prospective parents and students are provided informational literature, watch a Democracy Prep video and slide presentation, speak with campus-based leadership teams individually and in small groups, and tour the campus they are visiting. Although we hope to populate our elementary school cohorts with students who attended DPDC beginning in pre-kindergarten, DB will call every local Pre-K program that includes five-year-olds and will request a meeting with the school leader, parent coordinator,

and/or special education instructor. The purpose of the meeting is to ensure that school officials advising families of their options for the next academic year encourage parents to apply to DPDC. Although not every school will be receptive to a visit from DB representatives, it is imperative that DB liaise with officials at every school in the vicinity in order to ensure DPDC serves students from the community in which it is located.

To ensure that no parents are precluded from applying to DPDC simply because they are unaware that the option exists, DB will engage in extensive neighborhood canvassing efforts. These canvassing efforts start in February and run through the application deadline. At minimum, DB will drop literature about DPDC on doorsteps across public housing complexes and in other locations with dense concentrations of affordable residences. Time permitting, DB will also canvass at events with large crowds across D.C. and at subway stations that traditionally generate significant foot traffic. Spanish-speaking canvassers will accompany DB representatives on all appropriate occasions.

Phase 2: Post Lottery. DB will arrange for the mailing of acceptance and waitlist letters promptly after the lottery. After these letters are sent, DB will follow up with calls and subsequent mailings to accepted students and those chosen off the wait list to assist these students in deciding which school they want to attend.

Phase 3: Enrollment. At the DPDC Enrollment Meeting, the School Leader will provide an overview of the school and convey the school's expectations for students and families. At this meeting, families will have the opportunity to ask the School Leader questions and to fill out the requisite paperwork to register their students for the new academic year. DB will assist the School Leader by soliciting new families to attend these meetings, maintaining attendance lists, and assisting parents with enrollment paperwork.

Because DPDC is a school of choice, DPDC parents may withdraw their student at any point. DPDC will provide an *Intent to Withdraw* letter to parents who seek to un-enroll their students. This letter will ask for the address of the student's new school and new home address, if applicable. This enables DPDC to provide the student records the new school will require.

Accepting students mid-year if space becomes available. Democracy Prep is committed to providing high quality public school seats to as many students as possible. Accordingly, our mission and philosophy dictate that we both replace students who withdraw from the school community and enroll students at grade levels aside from each school's natural entry point. If any parent chooses to withdraw a student prior to the next school year, that seat will be backfilled according to the waitlist established after the annual lottery. If a student withdraws after October 1, however, DPDC will be unlikely to backfill the vacant seat until the following school year.

Enrollment by grade level. In its first year, DPDC will enroll students only in Pre-K and kindergarten. DPDC will add one grade level each year until it reaches scale as a fully grown K-5 elementary school. This phase-in model ensures responsible growth and will allow DPDC to improve each year in order to better prepare its students for success in college and citizenship.

C. STUDENTS WITH DISABILITIES

Identifying students with disabilities. The robust evaluation and assessment system at Democracy Prep will ensure that all students who enter the school will be routinely monitored to ensure that they are making effective academic progress. This tracking of student performance will begin prior to the first day of Prep Academy in the summer before the first day of school. Students admitted through the lottery process will be required to take a nationally-normed standardized test such as the MAP as well as a battery of internally designed criterion-referenced comprehensive exams for each of the core subjects. The results of these exams will be used to determine which students are in immediate need of remediation. Students with particularly low scores will be monitored closely by their advisors and be provided with support and accommodations as needed.

DPDC will comply with all federal Child Find legislation (34 CFR § 300.125), which requires the school to have in place a process for identifying, locating, and evaluating students suspected of having a disability. The DPDC referral process is attached as Exhibit A.

Free and Appropriate Education for students with disabilities. DPDC is committed to providing a free and appropriate education (FAPE) to all students in the least restrictive environment (LRE) such that they can access the general curriculum. In so doing, DPDC will comply with federal laws and regulations pertaining to students who have been identified as having a disability as well as those suspected of having a disability. This includes, but is not limited to:

- Section 504 of the Vocational Rehabilitation Act of 1973, 29 U.S. Code §794
- The Education for All Handicapped Children Act of 1975, PL 92-142
- The Americans with Disabilities Act of 1990 (ADA), 42 U.S. Code §12101. et seq.
- The Family Educational Rights Privacy Act (FERPA)
- Individuals with Disabilities Education Act (IDEA) 20 US Code., §1400, et seq. and the 1997 IDEA Amendments (§614(d)(3)) PL 105-17 including:
 - Child Find Provision - CFR 34 § 300.220
 - Referral & Prior notice - 34 CFR § 300.504
 - Informed Consent - 34 CFR § 300.500
 - Evaluation - 34 CFR§ 300.532
 - Least Restrictive Environment PL 94-142

Democracy Prep believes that a universally designed curriculum is the most efficient and effective way to provide access for a broad range of diverse student disabilities and needs. This approach guides the full inclusion of students with disabilities, from the facilities to the differentiated curriculum to the routines and rituals of daily life. This approach is proven to help students with disabilities and their non-disabled peers to achieve greater academic success. Specifically, this approach will include a design of materials and activities that are attainable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand, organize, engage, and remember. We will implement the three universal design principles for learning as formulated by the Center for Applied Special Technology:

- The curriculum provides multiple means of representation. Subject matter can be presented in alternate modes for students who learn best from visual or auditory

information, or for those who need differing levels of complexity.

- The curriculum provides multiple means of expression to allow students to respond with their preferred means of control. This accommodates the differing cognitive strategies and motor-system controls of students.
- The curriculum provides multiple means of engagement. Students' interests in learning are matched with the mode of presentation and their preferred means of expression. Students are more motivated when they are engaged with what they are learning.

An essential aspect of universal design at Democracy Prep is the creation of a structured, disciplined, and predictable school culture. Chaotic environments are especially detrimental to those students with disabilities including autism, Asperger's Syndrome, ADD/ADHD, Down Syndrome, and others. The creation of uniform behavioral expectations across the entire school, in every classroom, hallway, bathroom, and office means that students will know exactly what to expect and what is expected of them at all times.

Continuum of services. When a student arrives at Democracy Prep with either an IEP or a 504 plan, the ACT teacher will be immediately responsible for ensuring that the services indicated in the plan will be available. All of the student's general education teachers will be provided with the relevant sections of the IEP (accommodations, modifications, goals, etc.) and they will work with the ACT teacher to ensure appropriate compliance with the plan. The ACT teacher will provide training and professional development when necessary to support full implementation of the IEP or 504 and to help ensure academic success, college preparation and civic engagement of all students.

Additional information on how DPDC will provide a continuum of services to students with disabilities is included above in Section A(3)(d) ("Strategies for Providing Intensive Academic Support").

Data used to determine least restrictive environment for students with disabilities. To the maximum extent allowed by each student's circumstances and IEP and all applicable federal laws, including the Individuals with Disabilities Act (IDEA), DPDC will educate students with disabilities in the least restrictive environment (LRE), with their non-disabled peers. As it becomes clear that a student requires additional support, DPDC will implement in-class interventions targeted to the student's needs. When in-class interventions prove effective (as evidenced by improvements on assessment data), the student will not receive a referral for IEP services. When, however, such interventions do not engender the desired improvements, DPDC will provide intervention-level services until it finds a setting that provides enough support for the student to show academic growth. Subsequently, DPDC will push to secure that setting during the student's initial IEP review.

Identification and service of students requiring 504 plans. Section 504 of the Rehabilitation Act of 1973 ("Section 504") prohibits discrimination against students with disabilities and guarantees them a free and appropriate public education. Section 504 defines a person with disabilities as any person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having an impairment.

At DPPS, the Section 504 referral process may proceed in one of three ways. *First*, a parent¹¹ may bring a signed letter from a physician stating that a student has a physical or mental impairment that substantially limits his or her ability to learn. When a physician has initiated the request for accommodations under Section 504, the school social worker — who is responsible for managing the administrative and appropriate direct-service elements of the Section 504 referral process — will draft the 504 Accommodations Plan (the “504 Plan”) based on input from the student’s parent and teachers. If a physician is responsible for the original diagnosis, or the student’s disability requires regular medical intervention, Democracy Prep must receive a signed note annually from the physician verifying the student’s need for accommodations.

Second, a parent may — at any time — request that school staff evaluate his or her student to determine whether the student qualifies for accommodations under Section 504. If a parent refers a student for accommodations under Section 504, he or she must present a signed 504 Request Form to the school social worker, who will subsequently follow the procedures outlined below.

Third, general education teachers may collectively identify a student they believe might qualify for accommodations under Section 504. After the grade-level team has referred a student for accommodations, the social worker will follow the procedures outlined below.

504 Plan Procedures

1. The school social worker will schedule a 504 Determination Meeting (the “Determination Meeting”) within 30 days of the initial referral. In addition to the parent, Determination Meeting participants should include general education teachers familiar with the student, the social worker, and the school’s Academic Collaboration Team (ACT) Coordinator (collectively, the “504 Team”). Parents should be notified in writing at least five days prior to the Determination Meeting of its purpose, date, time, and place. The social worker must maintain a record of the notice sent to the parent and the attempts to arrange for the parent’s participation at a mutually agreeable time and place. At least two such attempts should be documented before a Determination Meeting is held without the parent. Should the parent decline to attend the Determination Meeting following the provision of adequate notice, the school-based 504 Team may decide issues relating to the referral, evaluation, and identification of accommodations without parental participation.
2. If the 504 Team determines that accommodations are required, the social worker will draft a 504 Plan for the student. The plan will specify the names and titles of the participants, the materials considered in reaching the decisions, and the accommodations that will be offered to the student.
3. The social worker will notify the parent in writing of the result of the Determination Meeting. Such notice will include a description of the parent’s right to challenge any decision regarding the student’s eligibility for accommodations made by the 504 Team. [*See below for further information on these procedural safeguards for parents*].
4. Should the Determination Meeting result in the drafting of a 504 Plan, the social worker will provide a copy of the Plan to the parent for approval. No 504 Plan may be implemented without written parental consent. Consent will be considered valid until the end of the school

¹¹ Please note that any reference to “parents” is meant to include both parents and legal guardians even where the policy does not specifically refer to guardians.

year unless the parent informs the social worker in writing that she or she no longer agrees with the accommodations.

5. The social worker will review each 504 Plan annually and will send a 504 Request Form for the upcoming school year to all parents whose students had 504 Plans during the preceding school year. If no changes to the student's 504 Plan are needed, the parent must sign the Form and return it to the social worker, who will ensure that the 504 Plan is disseminated to all parties responsible for implementing it. If the parent indicates that changes need to be made to the 504 Plan, or if personnel responsible for implementing the 504 Plan either indicate that there is a problem with implementation or request that the Plan be modified, a full 504 Team must convene to modify the 504 Plan.

Procedural safeguards for students with 504 Accommodations Plans are included above in Section A(4)(f) ("Family Involvement").

D. ENGLISH LANGUAGE LEARNERS

Identification of English Language Learners. DPDC will require the families of enrolled students to complete a Home Language Survey. This questionnaire will enable us to identify students who may have limited English proficiency. If a returned questionnaire indicates that the student is of foreign birth or comes from a home where a language other than English is spoken, DPDC will arrange for an informal interview with the student, conducted both in English and the student's native language, with a member of our staff or qualified contractor. If the interviewer determines that the student speaks no English, the student will be classified as an ELL. If the interview indicates potentially limited proficiency in English, DPDC will administer the WIDA-ACCESS Placement Test (W-APT). If the student's score is below the established cutoff point, the student will be classified as ELL. This careful, structured screening process will ensure that DPDC does not inappropriately place ELL students in special education or remedial classes. The Campus Director and his or her designee(s) will oversee this process with the help of the ELL Coordinator on the ACT team.

Questions on the Home Language Survey will include:

- What language(s) is/are spoken in the student's home or residence?
- What language(s) is/are spoken most of the time to the student, in the home or residence?
- What language(s) does the student understand?
- What language(s) does the student speak?
- What language(s) does the student read?
- What language(s) does the student write?
- In your opinion, how well does the student understand, speak, read, and write English?

Effective communication with families who are not English speakers. For information on how DPDC will ensure effective communication with families who are not native English speakers, please see Section A(4)(f) ("Family Involvement").

2. HUMAN RESOURCE INFORMATION

A. KEY LEADERSHIP ROLES

Names and qualifications of persons who will hold critical positions at DPDC. DPDC has not yet filled key leadership roles for the school. The recruitment and hiring process for these positions will begin once the charter is granted and will be led by Democracy Prep’s Senior Director of Talent, Jonathan Howard. By virtue of Democracy Prep’s unflagging institutional focus on cultivating a robust internal leadership pipeline, DPDC will have access to a talent pool that will be ready from Day One to spearhead a team that will hold students to the highest academic, behavioral, and cultural expectations. In order to maximize its endogenous leadership potential, DPDC employs a comprehensive evaluation system to identify educators who have demonstrated a unique ability to drive outcomes for high-needs students and introduces those educators into the leadership pipeline.

The DPDC Campus Directors will be a graduate of *Leader U*, a unique school leadership training program that combines the expertise of Democracy Prep Public Schools and Building Excellent Schools (BES), two organizations with a successful track record of developing high-level school leaders. *Leader U* aims to attract, prepare, and empower education entrepreneurs to lead new high-performing Democracy Prep schools as Campus Directors or in other leadership positions at the school based or network level. The integrated, residency-based training program offers its fellows access to a network of the highest performing public charter schools across the country to learn best practices in school leadership and provides the skills and expertise necessary to ensure that effective leaders are at the helm of excellent schools throughout the country.

Names and qualifications of key individuals at the Experienced Operator who will provide organizational leadership. DPDC will be the first Democracy Prep Public School in the Washington, D.C. region. As Democracy Prep’s regional footprint expands, we intend to open a regional CMO hub to oversee the day-to-day operations of our D.C. campuses (described in detail above in Section A(4)(a) (“Planning Year”). In the interim, numerous highly qualified staff members at Democracy Prep Public Schools will provide start-up and ongoing support to DPDC. Biographical information on key members of the CMO is included above in Section B(1)(a) (“Profiles of Founding Group”).

B. QUALIFICATIONS OF SCHOOL STAFF

Criteria used in hiring teachers, administrators, and other school staff. As a wealth of research has found that teacher quality is the best and most reliable indicator of student academic performance, Democracy Prep maintains an extremely selective staff application process. At DPPS, fewer than the top 1% of applicants is hired. Democracy Prep recruits from a national pool of educational talent and casts a wide net for outstanding teachers through traditional and non-traditional recruiting channels, which include graduate schools, career fairs, periodical advertisements, Carney Sandoe recruiting, on-line job databases, Teach For America alumni, Craigslist, Idealist, and word-of-mouth. Democracy Prep’s most promising routes of personnel recruitment include its strong relationships with TFA, New Leaders for New Schools, Black Ivy League Alumni, Young Education Professionals of New York, the Truman Scholars Association,

Brown University, Columbia University, and Harvard University. Democracy Prep maintains a hiring tracker that accurately forecasts needs for educators by grade and subject area.

Hiring criteria for teachers include:

- Results-driven educator with experience in, and commitment to, standards-based curriculum and the use of data and assessments to drive instructional decisions
- Experienced, outstanding classroom teacher who has demonstrated quantifiable and objective student performance gains that surpass local averages
- Manager of an urban classroom who has used discipline, structure, appropriate incentives, and high expectations to achieve measurable academic and civic success
- Demonstrated ability to work with students of a variety of abilities, including those with special needs and low skill levels in a heterogeneously grouped classroom setting
- Demonstrated ability to work well with parents and community members
- Desire to be held accountable for student academic growth and academic results
- Motivational teacher who has driven individuals and organizations to succeed
- Proven ability to work collaboratively and flexibly with a diverse team of teachers
- Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult challenges
- Exceptional and experienced public speaker, writer, and editor, especially of lesson plans, unit plans, and other curricular materials
- Technological proficiency with a basic understanding of data analysis
- Incredibly high amount of energy and the entrepreneurial spirit necessary for a start-up school
- Professional demeanor, strong work-ethic, detail-driven work style with excellent organizational skills
- Ability to prioritize, multi-task, delegate, and lead by example
- Ambitious nature interested in growing as an educator and reaching high standards professionally
- Committed to getting the job done well, no matter what the obstacles or how long it takes
- Passionately dedicated to Democracy Prep's mission and a steadfast belief that all students deserve preparation for the college of their choice and active citizenship
- At least two years of urban teaching experience preferred
- Advanced degree or college major in field other than, or in addition to, education preferred
- Certification in subject area to be taught preferred

The DPDC School Leader will have the experience and capacity to ensure the effectiveness of basic, internal management processes and systems, so Board members and staff members understand their roles and responsibilities. The School Leader will also ensure all members of the school community are aligned, moving the organization and its mission forward. The School Leader will work in collaboration with the DPPS central office to manage DPDC's operations, including compliance management, data analysis and data-driven instruction, financial management, governance and legal considerations, personnel and certification, school transportation and food services, health and safety, systems thinking, and technology management. The goal is to use the financial and human resources of the school to maximum advantage. The School Leader will ultimately be responsible for the school, overseeing the more

administrative and operational functions with an emphasis on finance, operations, capacity development, and general management. Beyond this broad purview, the School Leader is responsible for:

- Establishing and promoting high standards and expectations for all students and staff for academic performance and responsible behavior;
- Ensuring a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students;
- Managing, evaluating, and supervising effective and clear procedures for the operation and functioning of the school consistent with the DPDC philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, and discipline systems;
- Ensuring that all school programs, policies, systems and services are in alignment;
- Supervising in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school;
- Establishing the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school’s philosophy, mission statement and instructional goals;
- Supporting teachers in the analysis and use of data to drive instruction;
- Implementing the school’s accountability plan, educational program, and annual plans;
- Collaborating with the CMO Finance Team to create and monitor an annual organization budget;
- Overseeing all financial and accounting activities, including working with the CMO to prepare periodic reports to the Board on the financial status of the school, and including charter, legal and regulatory compliance;
- Collaborating with the Board Audit Committee and independent auditor to develop accurate and timely public audits for the organization;
- Developing a comprehensive understanding of the Democracy Prep academic programs and examining opportunities for continuous improvement;
- Collaborating with the CMO to engage and oversee contracted agents for the organization including lawyers, recruiters, bankers, real estate brokers, marketing consultants, public relations professionals, et al;
- Developing strategic partnerships with allies;
- Advising the Board on improvements for efficient internal operations;
- Implementing special projects as assigned by the Board;
- Hiring, retaining, and dismissing teachers for Reading, Writing, Math, Science, Social Science, and Electives;
- Keeping the staff informed and seeking ideas for the improvement of the school;
- Conducting meetings, as necessary, for the proper functioning of the school, such as weekly meetings for full-time staff and monthly staff meetings.

Democracy Prep uses a Leadership Competency Framework that reflects the experience of the BES Fellowship and of running high performing, *no excuses* charters. The Democracy Prep Leader Competency Framework also benefits from the collective insights of the KIPP

Leadership Competency Model, the New Leaders framework, and the recruitment approaches of other BES Schools.

The factors below will be screened for and refined during the DPDC leadership team recruitment and training process. The below framework represents the set of skills, knowledge, and orientations that effective school leaders must have in order to thrive, drive student results, and provide first-in-class instructional leadership. This framework, along with the job descriptions above, will inform the selection of the Campus Director.

The list represents the Democracy Prep understanding of what administrators must know and be able to do. Said another way, this competency framework defines the set of knowledge, skills, and attitudes that Democracy Prep believes are correlated with job performance that candidates can be screened against, and that will be improved through training and development.

The leadership team configuration at DPDC will mean that this framework both describes the collective attributes of the team and provides a screening tool for considering each individual candidate. Democracy Prep will take responsibility for finding candidates who can master these competencies. Once the DPDC Board has selected the Campus Director, and the leadership team is in place, Democracy Prep will work with those leaders to prepare them to be an effective leadership team within the framework:

Achievement Orientation and Mission Alignment

- Demonstrates the belief that every student, regardless of background, can work hard, excel academically, and graduate from college.
- Demonstrates a sense of urgency to achieve dramatic gains in student learning and close the achievement gap.
- Holds self and other adults accountable for ensuring high academic achievement for every student.
- Demonstrates high expectations by setting challenging goals for him or herself and others.
- Demonstrates relentless drive and determination to achieve outcomes and results.
- Exhibits willingness to engage in difficult conversations and make hard decisions.
- Takes initiative, going above and beyond typical expectations and making necessary sacrifices to achieve exceptional results.
- Follows through on commitments and promises with an appropriate sense of urgency.
- Exhibits resilience to overcome setbacks and remain constructive despite resistance or failure, demonstrates tenacity, and supports perseverance in others.
- Demonstrates flexibility when plans or situations change unexpectedly; effectively adjusts plans to achieve intended outcomes.
- Focuses upon results and how they are achieved, and does not confuse effort with results.
- Leads in a way that reflects stated values and beliefs.
- Demonstrates a commitment to urban school leadership and management.

Instructional Leadership

- Mobilizes adults to take action toward common goals; develops clear direction and shared purpose that guides and unifies the team.

- Demonstrates the ability to distinguish among poor, mediocre, solid and outstanding teaching.
- Aligns objectives and instructional activities to students' academic goals.
- Articulate clear and compelling instructional expectations for classroom settings.
- Engages and empowers others to take responsibility to achieve results.
- Builds effective teams to meet the needs of the task.
- Makes clear decisions while considering diverse perspectives to reach the best solutions.
- Demonstrates the ability to teach other adults and commit to adults' growth and development.
- Assesses student learning and uses data to guide and modify instruction.

Problem Solving and Decision-Making

- Identifies, analyzes, and prioritizes complex problems and key issues.
- Gathers information from multiple relevant sources and stakeholders when problem-solving.
- Identifies useful relationships among complex data from unrelated areas.
- Anticipates and identifies problems in a timely manner.
- Breaks complex information and problems into parts.
- Analyzes, reflects upon, synthesizes, and contextualizes information.
- Establishes decision-making processes, communicating about how decisions will be made and who has input, and ensuring that decisions are made by individuals best suited to make them.
- Demonstrates ability to evaluate results and use data to drive decision-making. Considers both the long-term and unintended consequences of potential decisions.
- Makes timely decisions, using intuition as well as data in the face of ambiguity.
- Conveys decisions to relevant stakeholders in a timely fashion and takes follow-up actions to support decisions.
- Makes and stands by controversial decisions that benefit the school; shares the rationale for decisions, particularly when consensus cannot be reached.

Management

- Manages time effectively, prioritizes, and organizes strategies to reach goals.
- Plans backwards to achieve short-and long-term goals.
- Accurately sizes projects and secures resources needed to accomplish them.
- Regularly compares actual progress to planned milestones and adjusts plans accordingly, holding him or herself and others accountable for achieving intended outcomes.
- Proactively develops contingency plans in advance of potential or unforeseen circumstances.
- Delegates decision-making and authority in an effective manner.
- Monitors a project by assessing milestones and modify plans based on data.
- Multi-tasks and balances detailed steps with the big picture to ensure successful project completion.

Agility and Continuous Learning

- Takes responsibility for behavior, mistakes, and results, learns from successes and failures, and teaches others to do the same.
- Uses data to accurately assess areas for improvement and teaches others to do the same.
- Continuously and humbly seeks opportunities for personal and organizational improvement; proactively solicits and willingly accepts assistance.
- Uses research to inform practices.
- Takes calculated risks and teaches others to do the same.
- Values and encourages creative and innovative ideas.
- Promotes and contributes to a culture of sharing effective practices.

Communication Skills

- Clearly articulates point of view, ideas, and rationale.
- Possesses written and verbal skills to communicate in a clear and concise manner.
- Demonstrates poise, confidence and professionalism in diverse situations.
- Actively listens to and engages with others.
- Possesses a leadership voice; inspires and leads through communication and presence.
- Successfully builds relationships.
- Accurately reads group dynamics to maximize individual strengths.
- Promotes diversity in communication, understanding and engagement.
- Treats every adult and student with respect, dignity and understanding.
- Diffuses anger and finds common ground to move people toward solutions.
- Exhibits confidence, competence and a sense of possibility, including when under pressure.

Building a pipeline of quality teachers and leaders. The human capital pipeline is a chronic problem for *no excuses* charters in America; indeed, the country's pipeline does not include a sufficient number of rigorously trained, emerging leaders to build and lead a growing portfolio of highly successful new schools. Democracy Prep has honed a coherent, multidimensional approach to attracting, developing, and retaining exceptional adults to work in our schools. DPPS staff members undergo extensive performance reviews, receive weekly professional development during the school year and three weeks of intensive professional development in the summer, and are guided by explicit career ladders. This approach is outlined in detail above in Section A(4)(d).

With the influx of federal Charter Schools Program funding, Democracy Prep's internal leadership development program — *Leader U* — has become more robust. Democracy Prep employs a rigorous application process to find the best leaders for our scholars. The application process includes multiple methods to assess each candidate's capacities to succeed as a Leader U Fellow. After completing the online application, the interview process may include but is not exclusive to the following:

- Phone interview
- Provide classroom data and lesson materials
- Teach a demo lesson
- Complete an interview task

- Visit a Democracy Prep school

Sample interview tasks include:

Teaching Video

While great teaching is not necessarily a prerequisite to being a great school leader, teaching is at the core of everything we do. School leaders at Democracy Prep must be able to model excellent teaching practices.

Deliverable:

Please provide a video of a recent lesson you have executed. *If you are not currently teaching, please submit a video from your prior teaching experience.*

Along with the video please provide the lesson plan that corresponds to the video and includes:

- all class materials/packets
- student class work (if applicable)
- graded student homework (if applicable)
- grading rubrics (if applicable)

Please also include a one to two page write-up of your rationale for choosing the above lesson. Include analysis on your strengths, weaknesses, and what you would change if given the opportunity to teach the lesson again.

Classroom Observation

Observing and coaching teachers is an essential responsibility of school leaders at Democracy Prep. Your ability to coach and develop teachers will play a huge part in determining the success of your school and ultimately the success of our citizen-scholars.

Deliverable: Please observe an entire lesson of another teacher and provide a one to two page write-up of your feedback on the lesson in the format of your choosing. Please be sure to include the lesson objective and any other materials you think will be helpful to us in evaluating your work.

Academic Performance Data

Deliverable: Please provide us with a student academic performance data set that you are primarily responsible for producing. We'd like to see this data in a format that most closely resembles the system you currently use, so feel free to submit this in any format. Please do your best to ensure that we are able to view the data and any trends in that data over time.

Please also include a write-up of no more than one page explaining the methodology behind the data.

C. SCHOOL STAFFING PLAN

Positions, Pupil-teacher ratio, and Special Education Manager. DPDC's staffing model will be based on a co-teaching model in which two teachers helm each classroom. For reference, Democracy Prep Harlem Elementary School, which opened in 2013-14 with 110 kindergartners,

has 17 total staff members in year one of operation — 12 instructional and five non-instructional. DPHE has one special education teacher and one elective teacher. Non-instructional personnel include a Principal, Registrar, Receptionist, Operations and Technology Associate, and a Social Worker. Our student to pupil-teacher ratio is 9:1 and student-staff ratio is 6:1. At each Democracy Prep school, an ACT Team member (either a Special Education teacher or the Social Worker) coordinates implementation of IEPs and 504 Accommodations Plans. DPPS also provides ACT specialists at the network level who support our schools with their Special Education needs.

Organization of staff to accomplish school’s mission and goals. About one month before each school year, all staff report for professional development at their respective campuses. During this time, they receive an orientation on Democracy Prep’s mission, core values, and organizational philosophy. They also spend extensive time developing curriculum and generally preparing for the school year in all facets related to the running of the school. Such facets include things like scheduling, student transitions, unit and lesson planning, and development of Prep Academy, a weeklong orientation for students to get acclimated to our high expectations model.

Dispute resolution policy for staff. Democracy Prep strongly urges the reporting of all incidents of discrimination, harassment or retaliation, regardless of the offender’s identity or position. Individuals who believe they have experienced discrimination, harassment, or retaliation should file their complaints with their School Leader or DPPS Human Resources office before the conduct becomes severe or pervasive. Employees who believe that they have witnessed unlawful discrimination, harassment, or retaliation should report the incident and the names of the persons involved to their School Leader or DPPS Human Resources. Complaints and reports may be submitted anonymously if the individual feels uncomfortable using his or her name. Supervisory employees who fail to report to the School Leader or DPPS Human Resources any incidents or complaints of discrimination, harassment, or retaliation of which they are aware will be subject to disciplinary action.

Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. Therefore, while no fixed reporting period has been established, Democracy Prep strongly urges the prompt reporting of complaints or concerns so that rapid and constructive action can be taken. Democracy Prep will make every effort to stop alleged harassment before it becomes severe or pervasive, but can only do so with the cooperation of its employees.

The availability of this complaint procedure does not preclude individuals who believe they are being subjected to discriminating or harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

Any reported allegations of harassment, discrimination or retaliation will be investigated promptly, thoroughly and impartially. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Employees must cooperate with any investigation by providing full and truthful information relevant to the investigation.

Confidentiality will be maintained throughout the investigatory process to the extent practicable.

Misconduct constituting harassment, discrimination or retaliation will be dealt with promptly and appropriately. Dishonesty during an investigation or making a false complaint, in bad faith, also constitute actionable misconduct. Responsive actions for misconduct may include, for example, training, referral to counseling, monitoring of the offender and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, prospective reduction of wages, demotion, reassignment, temporary suspension without pay, or termination, as Democracy Prep believes appropriate under the circumstances.

If an employee making a complaint does not agree with its resolution, the employee may appeal to the Chair of the Board of Trustees of their respective school who will delegate the complaint to the appropriate committee or full board to resolve. The committee or full Board of Trustees must render a decision within 10 working days of receipt of the appeal of the decision made by the School Leader.

In the event of a problem or dispute with other personnel not covered under other complaint policies, an employee may submit a complaint in writing following the process described below. Careful documentation is the key to a successful process. All documentation is to be included in the personnel file. Use the following process for resolving issues:

1. The employee will make a good faith effort to work with the immediate person at issue to resolve any conflict. This effort will consist of problem identification, possible solutions, selection of resolution, process for implementation of resolution, and scheduling a follow-up. Upon a determination by the employee that the conflict has not been resolved, the employee must submit a written complaint to the School Leader within 5 working days.
2. The School Leader will attempt to mediate the issue with the parties involved within 5 working days. Should the School Leader be unable to resolve the issue, the School Leader will write a report of his/her findings and submit that to the DPPS Senior Director of Human Resources along with the original written grievance.
3. If the issue is not resolved by the DPPS Senior Director of Human Resources, after a good faith attempt as outlined above, the Senior Director of Human Resources may submit the grievance to the Chief Executive Officer. The CEO may render a decision within 15 working days.
4. If the issue is not resolved by the DPPS CEO, the employee may submit his/her grievance to the individual school's Board of Trustees in writing. The Board of Directors or a committee thereof must respond in writing to the complaint within 15 working days of receipt.

Plans for teacher retention and professional growth. As the Democracy Prep CMO grows to scale, success is largely dependent on the retention and growth of talent Democracy Prep has already attracted and begun to develop. For Democracy Prep, reaching scale is less about how many schools the organization operates than about the capacity of those who have internalized the organization's mission and who feel at home working for DPPS. The linchpin of DPPS's successful growth to scale will be the successful transition of current DPPS personnel into positions of progressively increased responsibility at the school and network levels.

Teachers at Democracy Prep will be treated as professionals, provided with all necessary technology (computer, phone, voicemail, email, etc.), appropriate classroom supplies, a personal professional development budget, and essential support at all times. In order to incentivize longevity and reduce turnover, teachers receive a competitive benefits package that improves over time and are eligible for merit-based raises of up to 10% of their previous year's salary based on the results of their formal year-end evaluations. DPDC teachers and leaders are guided by explicit, well-defined career paths and are afforded ample opportunities for growth.

DPDC's approach to professional growth for instructional personnel is outlined in detail above in Section A(4)(d).

Adequacy of special education staff. When planning for our staffing needs for any fresh start school, we include at least one Special Education Teacher to serve up to 10-15% of students. If the percentage of Special Education students exceeds 15%, we will consider hiring an additional teacher to serve these students. Before making that decision, we typically review the Special Education designations of our student population and consider any additional funding that may become available with the influx of students with special needs.

D. EMPLOYMENT POLICIES

Policies regarding salaries, contracts, hiring, evaluation, and benefits plans. Democracy Prep selects applicants for employment on the basis of experience, character, alignment with the School's mission and philosophy, necessary credentials, ability to perform their required duties, and other legitimate business considerations. DPDC will be committed to evaluating each applicant and employee on the basis of personal skill and merit. DPDC will make every effort to ensure that both the letter and spirit of the laws prohibiting discrimination are fully implemented in all of its working relationships.

Democracy Prep will take appropriate steps to verify the information provided on an employment application. These steps may take place before or after commencement of employment. Any misrepresentation, falsifications or omissions of any information or date on an employment application may result in your exclusion from further consideration for employment and/or termination of employment.

DPDC will use several sources to generate a pool of qualified applicants once a determination has been made that a vacancy exists. These sources may include job postings, mailings, informal networking, outside job fairs, on-campus recruiting, on-line Internet services, etc.

Charter school staff members are employees of the charter school, not the school district in which it is located. Except as set forth below, charter school staff members are public employees and must be certified, in accordance with requirements applicable to other public schools.

Once an employee has been informed by the School Leader that it is the intention of Democracy Prep to hire him/her, the following documents/procedures must be completed/followed. Employment is contingent on providing truthful and complete documentation including the following:

1. Application and resume
2. W-4
3. Fingerprinting as required by District of Columbia law

4. Health Questionnaire, Vaccination Record and TB Clearance
5. Child Abuse Clearance
6. Criminal Background Authorization
7. Confidentiality Agreement
8. Academic transcripts and a copy of the diploma from all institutions of higher education
9. All certification and credentialing documentation from any governmental entity
10. Computer Policy Agreement Form
11. Cell Phone Policy Agreement
12. Staff Information Form
13. Intellectual Property Agreement

Federal law requires all employers to verify each new employee's identity and legal authority to work in the United States via the INS I-9 Form. All offers of employment are conditional upon the receipt of satisfactory evidence of an applicant's authorization to work in the United States for DPPS. This evidence of the right to work must be provided within three days of the hire date. Failure to provide the appropriate documentation will be grounds for termination, consistent with federal law.

Democracy Prep Public Schools require all employees to be fingerprinted for the purpose of a criminal history background check, including child abuse.

Each employee is categorized as full-time or part-time and as exempt or non-exempt. Upon hire, Democracy Prep will notify each employee of his or her employment classification.

Employment Categories:

- Full-time employees are those who are scheduled to work 40 or more hours each week.
- Part-time employees are those who are scheduled to work fewer than 35 hours each week. Part-time employees are not eligible for benefits unless their school work schedule has been reduced for educational commitments agreed upon by the administration and approved by the School Leader.
- Exempt employees are classified as such if their job duties are exempt from the overtime provisions of the Federal and State Wage and Hour Laws, and they are paid on a salary basis. Exempt employees are not eligible for overtime pay. At Democracy Prep all administrators, leaders, instructional staff, executives, and professionals are deemed exempt employees.
- Non-exempt employees are eligible to receive overtime pay or compensatory time off at the rate of 1.5 hours for time worked over 40 hours in one pay week. Non-exempt employees are expected not to work overtime unless requested in advance by their supervisor to work additional hours. A non-exempt employee who works a spread of hours that exceeds 10 hours in a day will be paid a premium of an extra \$7.25 for that day or one extra hour at the then-current minimum wage, whichever is higher. The salaries of non-exempt employees are calculated on an hourly basis.

- Temporary employees are hired for a specified project or for a limited time-frame, generally no more than six months in duration. A temporary employee, in a non-exempt position, is paid by the hour. A temporary employee in an exempt position is paid according to the terms of hire for that individual. Temporary employees do not receive any additional compensation or benefits provided by Democracy Prep unless there is a specific agreement made as part of the terms of agreement.
- Consultants are independent contractors who work under a consultancy agreement, have no employee status, and are not eligible for benefits.

Professional Categories:

- Direct Instructional — Classroom teachers and assistant teachers based on the DPSS Teacher salary scale.
- Administrative/Leadership (non-instructional) includes Campus Directors, Principals, Heads of School, School Leaders, and other Senior Director and Director level positions.
- Educational Support (non-instructional) includes Social Worker, Student Recruiter, Dean, Student Registrar, Special Projects, Technology, Librarian, interns, and other school-based and Charter Management Organization coordinator level positions.

An employee's professional relationship with Democracy Prep is an employment "at will," unless otherwise stated in a written employment agreement signed by the School Leader. This employee handbook does not constitute a contract for employment between Democracy Prep and its employees. The employee or the School may terminate the employment relationship under the policies set forth in this document. In the absence of a specific policy, the employment relationship may be terminated at any time with or without cause or notice.

Unless otherwise provided by contract, a newly hired employee or an employee promoted to assume new job responsibilities will work on an introductory basis for the first ninety days of employment (exclusive of any vacations) after your date of hire or promotion. The introductory period is intended to provide an opportunity for employees to demonstrate their ability to achieve a satisfactory level of performance and to determine whether the position meets their expectations.

Democracy Prep uses this period to evaluate an employee's capabilities, work habits, interaction with employees, students and families and overall performance. When employees complete their introductory period, their performance may be evaluated. Democracy Prep may end the employment relationship at any time during or after the introductory period with or without cause and with or without advance notice, and successful completion of the introductory period does not guarantee continued employment or alter an employee's "at will" status.

During the introductory period, newly hired employees will receive only those benefits required by law, and promoted employees will receive those benefits applicable to their prior employment category. Upon successful completion of the introductory period, new hires and promoted employees will continue employment as at-will employees and will be entitled to participate in the benefits applicable to their current employment category.

Evaluation

The Democracy Prep school year begins on July 1 and ends on June 30 of the following year. For instructional staff, the employment year begins on or about the 15th of August or whatever day chosen as the first day and ends a full year from that date. For pay purposes, instructional staff members are paid salary for the 10.5 month school year and will be paid a salary-continuation benefit that covers summer break (the remainder of the 12-month period), provided that they are either offered employment for the following school year or meet the requirements for a professional departure.

New employees may have their job performance reviewed by their supervisors at the end of their introductory periods. Thereafter, direct instructional staff will receive a performance evaluation every trimester from their supervisors. Twelve-month employees will receive performance evaluations twice a year. Professional evaluations of faculty take place throughout the year. The evaluation process leads to specific performance objectives and actions. Thus the evaluation process should be viewed as a cyclical rather than a seasonal process. Evaluations are meant to encourage reflection and lead to improvements in and out of the classroom.

These evaluations provide both an employee and his or her supervisor the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss purposeful approaches for meeting goals. Such evaluations will usually be in writing.

After a supervisor discusses the evaluation, the employee will be asked to sign the evaluation form to acknowledge having received and reviewed it. Employees should feel free to comment on any statement that they do not understand or with which they disagree. In addition to any discussion they wish to have, they may put such comments in writing and submit them to your supervisor. An evaluation, together with written comments, becomes a part of an employee's personnel file and may have a bearing on any future personnel decisions.

Democracy Prep works closely with all employees to help them perform to the best of their abilities. The frequency and method of performance evaluation varies, depending on their position. Their supervisor will be able to discuss the means by which their job performance will be evaluated.

Democracy Prep does not recognize the concepts of tenured appointments. Rather, it views each teacher as a professional and accepts the obligation of assisting each faculty member in maximizing her/his professional potential. To that end, observations, reviews and evaluations will be made with the objective of enhancing the experience and ability of the teacher.

Observations and formal evaluations may be provided by the administration at least once each school year. More frequent observations may occur with less experienced or new pedagogical staff.

Observations will be both formal and informal. Informal observations may be unannounced or casually mentioned ahead of time; these may be for any duration. This observation will assist the individual teacher in her/his development.

Democracy Prep will make a sincere effort to inform a teacher whether she/he could anticipate receiving an employment letter for the subsequent school year as early as possible. The Boards of Trustees of Democracy Prep, its administrators and faculty understand and appreciate that employment is directly associated with the budget process and enrollment. Therefore, while there is no expectation of employment from one school year to the next, employment advisements should be provided to current faculty members no later than May 30 of the current school year.

From time to time it may be necessary to phase-out or eliminate certain job classifications or reduce the number of positions in a particular employment category. An orderly process will be established by Democracy Prep to guide such phase-out or reductions-in-force. Anyone whose employment with the School is terminated because their position is eliminated or phased-out is entitled to compensation for accrued and unused vacation leave as eligible and described in the chapter of this manual entitled “Time and Attendance.” Instructional staff whose employment with the School is terminated because their position is eliminated or phased-out will not receive the salary continuation benefit during the summer break following the academic year in which the staff member was employed.

In the absence of a policy or contract to the contrary, Democracy Prep reserves unto itself the right to reduce the number of employees in any job classification. A determination will be made based upon the needs of the School, the titles and individuals to be terminated.

Resignation

When an employee decides to leave for any reason, the School Leader, or DPPS Leadership Team member, whoever is applicable, would like the opportunity to discuss the resignation before final action is taken. Democracy Prep often finds during this conversation that another alternative may be better. If, however, after full consideration the employee decides to leave, it is requested that the employee provide Democracy Prep with advance written notice and not depart until the end of the school trimester. Democracy Prep employees shall file a written notice with the school at least four weeks prior to the date of resignation. Democracy Prep believes that four weeks written notice is desirable in order to achieve appropriate educational transition. Should an employee terminate his or her appointment at the School by voluntarily discontinuing work during the academic year, the School will cease salary and benefit payments as of the date work was discontinued.

Teachers who are not offered a position to return for the following year upon the completion of the current school year and/or who resign or depart under good terms as defined by professional departure terms below will receive the salary continuation benefit during the summer break following the academic year in which the teacher was employed, contingent on the completion of their responsibilities. However, the school reserves the right to discontinue payment for failing to adhere to the professional departure expectations, and the resignation/non-renewal will be changed to an involuntary termination. Employees who are involuntarily terminated will not receive any compensation or benefits for the period after their final day of work.

Discipline

If an employee does not meet performance standards, Democracy Prep may, under appropriate circumstances, take corrective action, other than immediate dismissal. The intent of corrective action is to formally document problems while providing the employee with a reasonable time

within which to improve performance. The process is designed to encourage development by providing employees with guidance in areas that need improvement, such as poor work performance, attendance problems, personal conduct, general compliance with Democracy Prep's policies and procedures and/or other disciplinary problems.

Where appropriate, Democracy Prep will follow a progressive discipline policy. Our progressive discipline policy and procedure is designed to provide a structured corrective action process to improve and prevent a recurrence of undesirable behavior and/or performance issues. It has been designed consistent with our organizational values, HR best practices and employment laws. This policy is not intended to constitute a contract, and all employees are considered employees-at-will. The progressive discipline policy includes verbal and written warnings, unpaid suspensions and terminations. Democracy Prep may, at its sole option, use all, some, or none of these steps prior to a termination decision, consistent with the at-will status of employees.

The supervisor should discuss the problem and present a written warning to the employee in the presence of an administrative representative. This should clearly identify the problem and outline a course of corrective action within a specific time frame. The employee should clearly understand both the corrective action and the consequence (i.e. termination) if the problem is not corrected or reoccurs. The employee should acknowledge receipt of the warning and include any additional comments of their own before signing it. A record of the discussion and the employee's comments should be placed in the employee's personnel file.

Employees who have had formal written warnings are not eligible for salary increases, bonus awards, promotions or transfers during the warning period.

Employees of Democracy Prep are employees at will and therefore may be terminated at any time with or without cause. This means that no one has a contractual right, express or implied, to remain in Democracy Prep's employ, unless otherwise stated in a written employment agreement signed by the School Leader. DPDC may exercise this prerogative in the event that there has been a breach of any of the policies, laws, regulations or standards that for which Democracy Prep is held accountable.

Instances that may require immediate termination include, but are not limited to:

- 1 Corporal punishment or verbal abuse of students (including physical abuse and any use of physical action in disciplining a student as well as verbal abuse and the use of profanity or other language that is intended to belittle or degrade a student)
- 2 Failure to report child abuse
- 3 Breach of trust or dishonesty
- 4 Conviction of a felony
- 5 Willful violation of an established policy or rule
- 6 Gross negligence
- 7 Insubordination
- 8 Violation of the Anti-Harassment and/or Equal Employment Opportunity Policies
- 9 Time card or sign-in book violations
- 10 Undue and unauthorized absence from duty during regularly scheduled work hours
- 11 Deliberate non-performance of work

- 12 Larceny or unauthorized possession of, or the use of, property belonging to any co-worker or visitor of Democracy Prep
- 13 Unauthorized posting or removal of notices from bulletin boards
- 14 Excessive absenteeism or lateness
- 15 Marring, defacing or other willful destruction of any supplies, equipment or property of Democracy Prep
- 16 Failure to call or directly contact a supervisor when an employee will be late or absent from work, in the absence of extenuating circumstances
- 17 Fighting or serious breach of acceptable behavior
- 18 Violation of the Alcohol or Drug Policy
- 19 Theft
- 20 Violation of Democracy Prep’s Conflict of Interest/Outside Employment Policy and/or Confidentiality Policy
- 21 Gambling, conducting games of chance or possession of such devices on the premises during work hours
- 22 Leaving the work premises without authorization during work hours
- 23 Sleeping on duty
- 24 Any other conduct deemed inappropriate by the School Leader
- 25 Any conduct that may bring disrepute to Democracy Prep Public Schools or that may subject Democracy Prep Public Schools to undue legal exposure

This list is intended to be representative of the types of activities that may result in disciplinary action or immediate dismissal. It is not exhaustive, and is not intended to be comprehensive and does not change the employment-at-will relationship between the employee and Democracy Prep. This list is not all-inclusive and termination may result for “common sense” violations of Democracy Prep’s policies and procedures not enumerated above or for other reasons.

No supervisor or other representative of Democracy Prep (except the School Leader) has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above.

In addition, employees are expected to meet Democracy Prep’s standards of work performance. Work performance encompasses many factors, including attendance, punctuality, personal conduct, job proficiency and general compliance with Democracy Prep’s policies and procedures. If an employee does not meet these standards, Democracy Prep may take corrective action up to and including termination.

Benefits

DPPS intends to offer its full time regular employees coverage under a medical insurance plan, which may include more than one option of provider or provider network. Employee premium contributions and other costs (such as deductibles and copayments) for health care coverage will be required and will vary depending upon the level of coverage selected by the employee (e.g., individual, individual plus spouse, family, etc.). Employee contributions for health care coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by DPPS.

Medical insurance coverage for full-time regular employees begins on the first day of the next month following the date of hire if all hiring requirements are met unless the rules of our health care provider provide for other requirements or waiting periods. If an employee's spouse or parent has health insurance that provides you with coverage, Democracy Prep will allow him or her to participate in its Medical Buy-Out program, under which one waives participation in the Democracy Prep medical insurance plan and will receive 30% of the amount it would have cost the school to pay for the least expensive coverage available. Any employee who wishes to not accept the medical insurance benefits offered by Democracy Prep is required to submit such a request in writing to the plan administrator and must provide proof of alternate insurance.

DPPS may offer a dental insurance plan to eligible employees.

DPPS may offer life insurance benefits to eligible employees in an amount and of a type determined in accordance with applicable law. It is contemplated that employees may elect coverage under such plan for coverage from a minimum of \$50,000 up to one year's base salary (up to a maximum of \$100,000.00).

Democracy Prep, in accordance with applicable laws, maintains workers' compensation insurance on behalf of its employees.

Democracy Prep provides short-term disability plan benefits to eligible employees in accordance with applicable laws. Such insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, as well as in the event of pregnancy. Any employee wishing to claim disability pay must file appropriate reports and forms in accordance with plan procedures. The employee also is responsible for filing any other necessary forms, applications, or other information as required by the plan administrator.

Democracy Prep will contribute to the unemployment compensation program administered by the District of Columbia.

All eligible employees have an opportunity to participate in the 403(b) plan at DPPS upon completion of the introductory period. The 403(b) plan offers a tax efficient way to save for retirement. DPPS will match the employee's contribution up to certain limits that change based on longevity of service. The match amount and vesting schedule is currently as follows:

Years of Service	DPPS Match of Employee Contribution	Amount Vested with Employee
1	Up to 5% of base salary	0% at end of year 1
2	Up to 5% of base salary	40% at end of year 2
3	Up to 5% of base salary	60% at end of year 3
4	Up to 5% of base salary	80% at end of year 4
5	Up to 5% of base salary	100% at end of year 5
6	Up to 6% of base salary	100%
7	Up to 7% of base salary	100%
8	Up to 8% of base salary	100%
9	Up to 9% of base salary	100%
10	Up to 10% of base salary	100%
11	Up to 11% of base salary	100%
12	Up to 12% of base salary	100%
13	Up to 13% of base salary	100%
14	Up to 14% of base salary	100%
15 and greater	Up to 15% of base salary	100%

Ensuring competitiveness with the surrounding market. Our starting salaries for teachers with at least two years of experience typically start at around 20% higher than surrounding district schools in the regions within which we operate. Our teachers have the opportunity to receive up to a 10% raise year over year based on their performance on our comprehensive teacher evaluation rubric, which includes both qualitative and quantitative performance metrics. We have built in a decreasing employee contribution to our benefits package that rewards longevity. During an employee's fifth year with Democracy Prep, we cover the entire cost of our low plan benefits. Democracy Prep also offers up to a 5% pre-tax match on our 403(b) plan, \$1,500 per year in tuition reimbursement, and life insurance and disability coverage at no cost to the employee.

Democracy Prep Public Schools New York Teacher Salary Scale							
2012 and beyond							
Prior Years Full-Time Lead Classroom Teaching Experience	DPPS Teacher Starting Salary	Years of Full-Time DPPS Teaching (going forward)	DPPS Final Rubric Score 0-1.99 or Uncertified Teachers	DPPS Final Rubric Score 2-2.99	DPPS Final Rubric Score 3-3.49	DPPS Final Rubric Score 3.5-3.99	DPPS Final Rubric Score 4+
		Eval Score	0%	2.5%	4%	6%	10%
		Current Salary--					
0-99	\$50,000	>	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000
1-1.99	\$52,500	1	\$55,000	\$56,375	\$57,200	\$58,300	\$60,500
2	\$65,500	2	\$55,000	\$57,784	\$59,488	\$61,798	\$66,550
3	\$67,000	3	\$55,000	\$59,229	\$61,868	\$65,506	\$73,205
4	\$68,500	4	\$55,000	\$60,710	\$64,342	\$69,436	\$80,526

5	\$70,000	5	\$55,000	\$62,227	\$66,916	\$73,602	\$88,578
6	\$72,000	6	\$55,000	\$63,783	\$69,593	\$78,019	\$97,436
7	\$74,000	7	\$55,000	\$65,378	\$72,376	\$82,700	\$107,179
8	\$76,000	8	\$55,000	\$67,012	\$75,271	\$87,662	\$117,897
9	\$78,000	9	\$55,000	\$68,687	\$78,282	\$92,921	\$129,687
10+	\$80,000	10	\$55,000	\$70,405	\$81,413	\$98,497	\$142,656

Policies on equal employment and maintenance of a drug-free workplace. Equal Employment Opportunity has been, and will continue to be, a fundamental principle at Democracy Prep, where employment is based upon personal capabilities and qualifications without discrimination on the basis of race, color, ethnicity, national origin, religion, sex, age, physical or mental disability, citizenship status, marital status, creed, sexual orientation, military status, genetic information or any other characteristic protected by law.

Equal Employment applies to all policies and procedures relating to recruitment and hiring, training, promotion, compensation, benefits, disciplinary measures, termination and all other terms and conditions of employment.

School Leaders have overall responsibility for the implementation of this policy and maintenance of reporting and monitoring procedures. Employees' questions or concerns should be referred to their School Leader. Disciplinary action, up to and including termination, may be taken against any employee engaging in any type of unlawful discrimination.

Democracy Prep is committed to a work environment in which all individuals are treated with respect and dignity. Each individual has the right to work in a professional atmosphere that promotes equal employment opportunities and prohibits discriminatory practices, including harassment. Therefore, Democracy Prep expects that all relationships among persons in the workplace will be professional and free of bias, prejudice and unlawful harassment.

Democracy Prep supports the policies of the Americans with Disabilities Act, as amended ("ADA") and is completely committed to treating all applicants and employees with disabilities in accordance with the requirements of that statute. Democracy Prep judges individuals by their abilities, not their disabilities, and seeks to give full and equal employment opportunities to all persons capable of performing successfully in Democracy Prep's positions. Democracy Prep will provide reasonable accommodations to any qualified persons with disabilities who require them, and urges employees and applicants who may be disabled and require accommodation to advise Democracy Prep of their particular needs. Information concerning individuals' disabilities and requests for accommodation of course will be handled with the utmost discretion. Democracy Prep hopes that all employees will advise their supervisor or other management personnel when they become aware that persons with disabilities have special needs in our workplace.

Alcohol and illegal drugs in the workplace impair safety and health, promote crime, lower productivity, undermine public confidence in the work that we do, and set a bad example for our students.

It is the policy of Democracy Prep to create a drug-free workplace in keeping with the spirit and intent of the Drug Free Workplace Act of 1988. The unlawful manufacture, distribution, dispensation, possession, sale or use of a controlled substance (other than in accordance with a prescription) in the workplace or while engaged in business off premises, such as at a parent's home, is strictly prohibited.

To maintain a safe, efficient, and alcohol/drug-free work environment, drug and/or alcohol testing may be required if the School has a reasonable suspicion you are under the influence of alcohol or a controlled substance in violation of this guideline. The results of any test conducted under this guideline will be treated in a confidential manner.

To educate employees on the dangers of drug abuse, employees may be periodically required to attend information and training sessions in the area of alcohol and illegal drug dangers, treatment resources and workplace policy. Employees convicted of controlled-substance-related violations, including pleas of *nolo contendere* (i.e. no contest), must inform Democracy Prep within five days of such conviction or plea at which time appropriate action will be taken by the CEO.

Employees who violate any aspect of this policy may be subject to disciplinary action up to and including dismissal. At its discretion, the School may require employees who violate this policy to successfully complete a drug abuse assistance or rehabilitation program as a condition of continued employment.

If an employee or student is suspected of using a banned or illegal substance other than that prescribed by a health care provider, the student/employee may be requested to provide a urine sample without prior notice. Such urine sample will be sent to a lab for analysis, and should it be determined that the employee is using a banned substance, the employee will be terminated immediately. Employees who admit to prohibited drug or alcohol use and seek to enter a drug- or alcohol-treatment center will be placed on unpaid leave until successful completion of the program at which time the employee may reapply for his/her job should such a position be available. Democracy Prep will comply with all applicable laws in such circumstances.

Protecting rights and benefits of current DCPS employees. DPDC will honor the request of any former DCPS employee who elects to remain enrolled in the District of Columbia Teachers' Retirement Plan upon commencing work at Democracy Prep and who continues to make mandatory contributions to the Plan while under the employ of DPDC. In order to ensure employees receive credit for their service while working for Democracy Prep, DPDC will make the contributions the District government would have made on the teacher's behalf. Moreover, DCPS employees granted a leave of absence without pay to accept a position at DPDC will receive credit for that service so long as they instruct DPDC to process their mandatory contributions and forward them to the DC Office of Finance and Treasury, which will in turn transmit the funds to District of Columbia Retirement Board.

3. IMPLEMENTATION OF THE CHARTER

A. MAINTENANCE AND REPORTING OF ACADEMIC AND NON-ACADEMIC PERFORMANCE DATA

How technology will enhance the educational environment and communication with students, parents, and the PCSB. Scholars in appropriate grades will receive email addresses through DPPS, creating a safe platform through which they can interact with teachers and each other. Our student information system (SIS) allows access to grades and progress to students and parents, through either bi-weekly progress reports or a web portal, depending on the needs of the school. The SIS also allows for constant data updates and exports, ensuring consistent and accurate reports to external sources such as the PCSB.

How technology will support the maintenance and transmittal of performance data. As mentioned, our SIS allows for consistent and accurate data updates. Any holes in the capacity of the SIS will be covered with a variety of in-house, systematized, and scalable processes involving Microsoft Excel, Access, and/or third-party solutions.

Responsibility for collecting, maintaining, and reporting data. In its first year of operation, DPDC's Registrar will be responsible for maintaining and reporting data to stakeholders. Democracy Prep's Senior Director of Operations will support the Registrar. After its first year of operation, DPDC will have an Operations Manager who will be responsible for maintaining and reporting data to stakeholders. Democracy Prep's Operations Team and External Accountability Manager will support campus-based personnel on all reporting and compliance matters.

B. MAJOR CONTRACTS PLANNED

DPDC expects to pursue contracts exceeding \$25,000 for items such as classroom technology, furniture, food services, and curricular materials. While the following list may change prior to the opening of the school, prospective contractors may include:

- Apple (computers)
- AppleTree Institute (Pre-Kindergarten services)
- Achievement Network (interim assessments and data analysis)
- Austin & Co. (property and liability insurance)
- CDW•G (IT services)
- Democracy Prep Public Schools (school management services)

C. SERVICES SOUGHT FROM THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS

DPDC anticipates partnering with the District of Columbia Public Schools in order to provide food services, related services for students with disabilities (including occupational, physical, and speech therapy), nursing, and transportation.


D. CERTIFICATIONS

Assurances Form
(This form must be submitted with the application.)

As the authorized representative of the applicant, I acknowledge the obligation of the proposed public charter school to comply with the following:

1. Maintain non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. (School Reform Act (SRA) §38-1802.04(c)(16))
2. Seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the D.C. Public Charter School Board. (SRA §38-1802.02(16))
3. Remain nonsectarian and not be affiliated with a sectarian school or religious institution. (SRA §38-1802.04 (c)(15))
4. Submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools. (SRA §38-1802.04(c)(11)(B)(ix))
5. Offer open enrollment to all students who are residents of the District of Columbia, and use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. (SRA §38-1802.06 (a), (b), (c), and (d))
6. Provide PCSB with student enrollment data required for submission to the Office of the Chief Financial Officer and the District of Columbia Public Schools Office of Categorical Programs. (SRA §38-1802.04 (c)(12))
7. Collect, record, and report attendance, discipline, and enrollment data in compliance with the policies and procedures of PCSB, using the reporting software required by PCSB.
8. Collect and report academic and non-academic performance using technology prescribed by PCSB
9. Not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. (SRA §38-1802.04 (c)(2))
10. Establish an informal complaint resolution process no later than two months prior to the first date on which instruction commences. (SRA §38-1802.04 (c)(13))
11. Provide training to relevant school personnel and Board of Trustee members in financial management, governance and management, and other areas as deemed necessary by PCSB.
12. Provide PCSB access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter. (SRA §38-1802.11(a)(2)).
13. Comply with the following federal and local laws:
 - a. Health and Safety: See SRA §38-1802.02(11) and §38-1802.04(c)(4); Healthy Schools Act of 2010; federal and local laws regarding background checks for all employees and volunteers working with children and referring students to the Child and Family Services Agency for instances of education neglect and suspected abuse
 - b. Building Safety: D.C Building and Fire Codes (D.C. Code § 5-501 et seq.)
 - c. Maintenance and Dissemination of Student Records: Family Educational Rights and Privacy Act

- d. Certain Requirements of Educational Institutions: Compulsory School Attendance (D.C. Code § 38-201 et seq.); Immunization of School Students (D.C. Code § 38-501 et seq.); Tuition of Nonresidents (D.C. Code § 31-301 et seq.); Non-Profit Corporations (D.C. Code § 29-401 et seq.)
- e. Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. § 1411, et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); any and all federal and local laws around providing a free and appropriate public education to all students with disabilities.
- f. English Language Learners: all federal and local laws and applicable regulations regarding identifying and serving students who are English language learners
- g. Title I of the Elementary and Secondary Education Act .
- h. Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia: The Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.); title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.); title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.); and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.)
- i. Other: All other laws deemed applicable by PCSB (SRA §38-1802.11(a)(1)(B)).

Signature of Authorized Certifying Official 	Title <u>DPPS CEO</u>
Applicant Organization <u>Democracy Prep DC</u>	Date Submitted <u>9-9-13</u>

E. BUDGET

1. BUDGET NARRATIVE

Assumptions

Assumptions for the startup period and the first year budget period are the same, differing only in the specifics of which expenses and revenues are anticipated before July 1, 2014. These specific startup period costs and revenues are detailed in the Budget Template.

All budgeted costs are developed with the explicit goal of ensuring the highest level of achievement at Democracy Prep DC while also ensuring the school is sustainable based on public dollars, without requiring substantial fundraising. The budgets have been built around the school maintaining their target enrollment and are based on the already successful school financial model existing in other Democracy Prep Public Schools. The teacher to student ratio and class size ratio are also based on existing successful school models.

Start-Up Budget and First Year Operational Budget and Cash Flows

Revenues

Funding for start-up will come from two major sources: federal grants and per pupil funding. Democracy Prep Public Schools received \$9.1 million from the Charter Schools Program (CSP) to expand our network of schools. The CSP grant will pay for the training of school leader candidates, the recruitment of scholars, and other costs associated with the launching of the school. The start up budget does not include any private funding.

The models and budgets assume the foundation level per-pupil allocation for our general education population in Pre-K 3, Pre-K 4, and Kindergarten of \$11,861, the amount that Washington D.C. charter school applicants were expected to use, will remain flat across the five years starting in Fiscal Year (“FY”) 2014.

The special education funding for DPDC reflects historical trends calculated using existing Democracy Prep Public Schools. It also reflects analysis done of the potential communities and community school districts the school could potentially be located in. The budget assumes 10% categorized as Level One, 5% Level Two, a 4% Level Three, and 1% Level Four.

Expenses

The expenses outlined in the budget are based on historical data on the costs associated with opening schools of similar size in the Democracy Prep Public Schools network or based on costs specific to the school. The numbers used to project expenses are conservative. The number of staff, students, or classrooms is the driver of all equipment expenses. The budget builds in an inflation rate of 3% for all non-personnel costs, and assumes 5% increases each year for base salaries.

Plans for Shortfalls – Cash Flows

As stated earlier, Democracy Prep Public Schools will utilize federal CSP grant funding to assist in the initial start up process to ensure that DPDC has the necessary cash flow to launch

successfully. Additionally, Democracy Prep Public Schools will act as a backstop in the case that there are any cash flow issues caused by reimbursements not being received on time.

Since Democracy Prep Public Schools has not included any non-guaranteed funding in the start-up budget, there is little if any likelihood that Democracy Prep Public Schools will need to raise additional funding to cover any shortfall. This is in addition to the conservative budgeting that has been done throughout the start-up budget.

Five-Year Budget Assumptions

Revenues

The five-year plan builds on the projections outlined in the start-up and first year budget by assuming flat per-pupil funding and that the percentage of students requiring special education services holds steady throughout the course of the budget.

The budget expects that in year five of the school’s existence, the school will serve 650 students, in grades Pre-K through fourth grade.

The budget assumes consistent federal flow-through funding for Democracy Prep Public Schools based on past funding levels.

Expenses

The expenses outlined in the five-year budget are based on historical data on the costs associated with opening schools in the Democracy Prep Public Schools network or based on costs specific to the school. The numbers used to project expenses are moderate. The number of staff, students, or classrooms is the driver of all equipment expenses. The budget includes capital expenditures based on past experience. The budget builds in an inflation rate of 3% for all non-personnel costs, and assumes 4% increases each year for base salaries. The five-year budget projects that the total operating cost per student will decrease between FY13 and FY18.

For more details on DPDC’s cash flow management, please see Section B(3)(c) (“Financial Management and Accounting”) above.

Components

1	250 students @ \$11,861 + additional SPED funding for the 20 total kindergarten students (10% Level 1, 5% Level 2, 4% Level 3, and 1% Level 4) at the following levels: Level 1; 5,292; Level 2; 7,390; Level 3; 14,416; Level 4; 28,284; + 3 ELL students (3% of kindergarten class) @ \$4,106 per pupil + special allocation for all SPED students @ \$3,650 per pupil + Blackman Jones @ \$639/SPED student = \$3,239,166
2	250 students @ 2,800 each = \$700,000
3	Federal Entitlements @ \$68,215 (<i>This is pending confirmation and based on Title I and IDEA funding.</i>)
4	1 CSP grant @ \$60,000
6	0 private grants and donations
7	0 activity fees
8	0 loans
9	Investment income= \$1,176
11	EMO Management Fee (= line 73, \$225,932)

DEMOCRACY PREP PUBLIC SCHOOLS — EXPERIENCED OPERATOR CHARTER APPLICATION (2013)

15	1 principal @ 90,000 = \$90,000
16	4 lead teachers @ 60,000 each = \$240,000
17	2 Teacher Aides @ 50,000 each = \$100,000
18	2 Other Ed. Professionals @ \$52,500 each = \$105,000
19	2 Business/Operations @ 45,000 each = \$90,000
20	1 Clerical @ 22,750 = \$22,750
21	0 Custodial @ 0 = \$0
22	1 social worker @ 55,000 = \$55,000
23	Employee Benefits = \$178, 221 (<i>Based on a percentage of salaries of 12 staff members</i>)
24	Contracted Staff = \$0
25	Staff Development, 9 instructional staff @ \$9,519 each = \$85,668
30	100 students @ \$100 = \$10,000
31	100 students @ \$117.50 = \$11,750
32	100 students @ \$75 = 7500
33	100 students @ \$250 = \$25,000
34	100 students @ \$180 = \$18,000
35	6 classrooms @ \$4,067 = \$24,400
36	100 students @ \$168.55 = \$16,885
37	100 students @ \$17,727.54 = \$1,772,754
38	100 students @ \$332 = \$33,200
43	1 year @ \$696,500 = \$696,500
56	Office Supplies and Materials = \$0
57	Office Furnishings and Equipment = \$9,200 (<i>This is based on an estimate from previous year 1 school budgets with a 100 student cohort</i>)
58	Office Equipment Rental and Maintenance= \$18,050 (<i>This is based on an estimate from previous year 1 school budgets with a 100 student cohort</i>)
59	12 staff members @ \$70/month each = Telephone/Telecommunications = \$10,920
60	Legal, Accounting and Payroll Services= \$22,868 (<i>Estimate based on previous school year 1 budgets with 12 full-time staff members</i>)
61	Printing and Copying = \$6,000 (<i>This is based on an estimate from previous year 1 school budgets with a 100 student cohort</i>)
62	Postage and Shipping = \$5,500 (<i>This is based on an estimate from previous year 1 school budgets with a 100 student cohort</i>)
63	Other = \$40,686 (<i>Expenses are not always easy to predict, and we are budgeting for unexpected costs to responsibly allocate funds</i>)
68	Insurance= \$15, 668 (<i>Based on estimate from insurance provider and 100 students, through 2012, inflation increase from there</i>)
69	0 Interest Expense @ 0= \$0
70	Transportation = \$2,845 (<i>Based on 12 staff members and 10 students</i>)
71	Food Service \$6,950 (<i>This is based on an estimate from previous year 1 school budgets with 100 students</i>)
72	1 Administration Fee (to PCSB) @\$19,632
73	1 EMO Management Fee @ \$225, 932
74	Other General Expense= \$25,780 (<i>Expenses are not always easy to predict, and we are budgeting for unexpected costs to allocate funds responsibly.</i>)

2. PRE-OPENING EXPENSES

Year zero - FY 13-14

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				
1	Per Pupil Charter Payments	0	0	
2	Per Pupil Facilities Allowance	0	0	
3	Federal Entitlements	0	0	
4	Other Government Funding/Grants	0	107,600	
5	Total Public Funding	0	107,600	
6	Private Grants and Donations	0	107,600	
7	Activity Fees	0	0	
8	Loans	0	0	
9	Other Income (please describe in footnote)	0	0	
10	Total Non-Public Funding	0	107,600	
11	EMO Management Fee (= line 73, col. G)		0	
12				
13				
14	TOTAL REVENUES	\$0	\$107,600	
EXPENSES				
	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
Personnel Salaries and Benefits				
15	Principal/Executive Salary	45,000	45,000	Campus leader - 1/2 year
16	Teachers Salaries	0	0	
17	Teacher Aides/Assistance Salaries	0	0	
18	Other Education Professionals Salaries	18,500	18,500	Registrar - 1/4 year, Tech Ops - 1/4 year
19	Business/Operations Salaries	0	0	
20	Clerical Salaries	0	0	
21	Custodial Salaries	0	0	
				Enrollment person - 1/4 year
				Staff recruiter - 1/4 year
22	Other Staff Salaries	28,750	28,750	
23	Employee Benefits	10,350	10,350	
24	Contracted Staff	0	0	
25	Staff Development Costs	0	0	
26				Assumes DPPS Talent / Finance / HR not billed here
27	Subtotal: Personnel Costs	\$102,600	102,600	
28				
Direct Student Costs				
29	Textbooks			
30	Student Supplies and Materials			
31	Library and Media Center Materials			
32	Computers and Materials			
33	Other Instructional Equipment			
34	Classroom Furnishings and Supplies			
35	Student Assessment Materials			
36	Contracted Student Services			
37	Miscellaneous Student Costs			
38				
39				
40	Subtotal: Direct Student Costs			
41				
Occupancy Expenses				
42	Rent			Assumes facility ours July 1 - not before
43	Mortgage Principal Payments			
44	Mortgage Interest Payments			
45	Building Maintenance and Repairs			
46	Renovation/Leasehold Improvements			
47	Utilities			
48	Janitorial Supplies			
49	Equipment Rental and Maintenance			
50	Contracted Building Services			
51				
52	Subtotal: Occupancy Expenses			
53				
54				
Office Expenses				
55	Office Supplies and Materials	2,000	2,000	To support enrollment effort
56	Office Furnishings and Equipment			
57	Office Equipment Rental and Maintenance			
58	Telephone/Telecommunications			
59	Legal, Accounting and Payroll Services			
60	Printing and Copying	2,000	2,000	
61	Postage and Shipping	1,000	1,000	
62	Other			
63				
64	Subtotal: Office Expenses	\$5,000	5,000	
65				
66				
General Expenses				
67	Insurance			
68	Interest Expense			
69	Transportation			
70	Food Service			
71	Administration Fee (to PCSB)			
72	EMO Management Fee			
73	Other General Expense			
74				
75				
76	Subtotal: General Expenses			
77				
78	TOTAL EXPENSES	\$107,600	\$0	\$107,600

79

80 EXCESS (OR DEFICIENCY)

81 Excess (or deficit) retained by school
82 Excess (or deficit) retained by EMO

(\$107,600)

\$107,600

\$0

3. TWO-YEAR OPERATING BUDGET

DP DC 1 year model

Year 1

9 06 3 10

DESCRIPTION		BUDGETED AMOUNTS			Column D Expenditures as a Percent of Total Public Funding
		Column A 501(c)3 School Applicant	Column B Education Management Organization	Column C Total Revenues by Funding Source	
REVENUES					
1	Per Pupil Charter Payments	3,239,166		3,239,166	
2	Per Pupil Facilities Allowance	700,000		700,000	
3	Federal Entitlements	68,215		68,215	
4	Other Government Funding/Grants	60,000		60,000	
5	Total Public Funding	4,067,381	0	4,067,381	
6	Private Grants and Donations	0	0	0	
7	Activity Fees	0	0	0	
8	Loans	0	0	0	
9	Other Income (please describe in footnote)	1,176	0	1,176	
10	Total Non-Public Funding	1,176	0	1,176	
11	EMO Management Fee (= line 73, col. G)		225,932		
12					
13					
14	TOTAL REVENUES	\$4,068,557	\$225,932		

EXPENSES		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
		Personnel Salaries and Benefits			
15	Principal/Executive Salary	90,000		90,000	2%
16	Teachers Salaries	240,000		240,000	6%
17	Teacher Aides/Assistance Salaries	100,000		100,000	2%
18	Other Education Professionals Salaries	105,000	153,634	258,634	3%
19	Business/Operations Salaries	90,000		90,000	2%
20	Clerical Salaries	22,750		22,750	1%
21	Custodial Salaries			0	0%
22	Other Staff Salaries	55,000		55,000	1%
23	Employee Benefits	178,221	36,149	214,370	4%
24	Contracted Staff			0	0%
25	Staff Development Costs	85,668	11,297	96,965	2%
26				0	
27	Subtotal: Personnel Costs	\$966,639	\$201,079	1,167,718	24%
28					
29	Direct Student Costs				
30	Textbooks	10,000		10,000	0%
31	Student Supplies and Materials	11,750		11,750	0%
32	Library and Media Center Materials	7,500		7,500	0%
33	Computers and Materials	25,000		25,000	1%
34	Other Instructional Equipment	18,000		18,000	0%
35	Classroom Furnishings and Supplies	24,400		24,400	1%
36	Student Assessment Materials	16,885		16,885	0%
37	Contracted Student Services	1,772,754		1,772,754	44%
38	Miscellaneous Student Costs	33,200		33,200	1%
39					
40	Subtotal: Direct Student Costs	\$1,919,489		1,919,489	47%
41					
42	Occupancy Expenses				
43	Rent	696,500		696,500	17%
44	Mortgage Principal Payments			0	
45	Mortgage Interest Payments			0	
46	Building Maintenance and Repairs			0	
47	Renovation/Leasehold Improvements			0	
48	Utilities			0	
49	Janitorial Supplies			0	
50	Equipment Rental and Maintenance			0	
51	Contracted Building Services			0	
52					
53	Subtotal: Occupancy Expenses	\$696,500		696,500	17%
54					
55	Office Expenses				
56	Office Supplies and Materials				0%

57	Office Furnishings and Equipment	9,200		9,200	0%
58	Office Equipment Rental and Maintenance	18,050		18,050	0%
59	Telephone/Telecommunications	10,920	2,259	13,179	0%
60	Legal, Accounting and Payroll Services	22,868	9,037	31,905	1%
61	Printing and Copying	6,000		6,000	0%
62	Postage and Shipping	5,500		5,500	0%
63	Other	40,686	6,778	47,464	1%
64					
65	Subtotal: Office Expenses	<u>\$113,224</u>	<u>\$18,075</u>	131,299	3%
66					
67	General Expenses				
68	Insurance	15,668	6,778	22,446	0%
69	Interest Expense			0	
70	Transportation	2,845		2,845	0%
71	Food Service	6,950		6,950	0%
72	Administration Fee (to PCSB)	19,632		19,632	
73	EMO Management Fee	225,932			6%
74	Other General Expense	25,780		25,780	1%
75					
76	Subtotal: General Expenses	<u>\$296,807</u>	<u>\$6,778</u>	77,653	7%
77					
78	TOTAL EXPENSES	<u>\$3,992,659</u>	<u>\$225,932</u>	3,992,659	98%
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	<u>\$75,898</u>		75,898	2%
82	Excess (or deficit) retained by EMO		<u>\$0</u>	0	

ASSUMPTIONS

Student Enrollment	250
Facility Size (square footage)	17000
Average Teacher Salary	555625
Student/Teacher Ratio	13
Other Major Assumptions	Pre K outsourced to Apple tree

NOTES:

Other Income = Investment Income

DP DC 2 year model

Year 2

	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					
1	Per Pupil Charter Payments	4,611,602		4,611,602	
2	Per Pupil Facilities Allowance	980,000		980,000	
3	Federal Entitlements	112,307		112,307	
4	Other Government Funding/Grants				
5	Total Public Funding	<u>5,703,909</u>		5,703,909	
6	Private Grants and Donations				
7	Activity Fees				
8	Loans				
9	Other Income (please describe in footnote)	932		932	
10	Total Non-Public Funding	<u>932</u>		932	
11	EMO Management Fee (= line 73, col. G)		421,057	421,057	
12					
13					
14	TOTAL REVENUES	<u>\$5,704,841</u>	<u>\$421,057</u>		
EXPENSES					
		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
Personnel Salaries and Benefits					
15	Principal/Executive Salary	169,500		169,500	3%
16	Teachers Salaries	492,000		492,000	9%
17	Teacher Aides/Assistance Salaries	105,000		105,000	2%
18	Other Education Professionals Salaries	215,250		215,250	4%
19	Business/Operations Salaries	139,500	286,319	425,819	7%
20	Clerical Salaries	35,000		35,000	1%
21	Custodial Salaries			0	
22	Other Staff Salaries	107,750		107,750	2%
23	Employee Benefits	330,228	67,369	397,597	7%
24	Contracted Staff			0	0%
25	Staff Development Costs	170,505	21,053	191,558	3%
26					
27	Subtotal: Personnel Costs	<u>\$1,764,733</u>	<u>\$374,741</u>	2,139,474	38%
28					
29	Direct Student Costs				
30	Textbooks	20,600		20,600	0%
31	Student Supplies and Materials	25,843		25,843	0%
32	Library and Media Center Materials	15,450		15,450	0%
33	Computers and Materials	50,000		50,000	1%
34	Other Instructional Equipment	18,540		18,540	0%
35	Classroom Furnishings and Supplies	35,432		35,432	1%
36	Student Assessment Materials	33,770		33,770	1%
37	Contracted Student Services	1,775,254		1,775,254	31%
38	Miscellaneous Student Costs	68,801		68,801	1%
39					
40	Subtotal: Direct Student Costs	<u>\$2,043,690</u>		2,043,690	36%
41					
42	Occupancy Expenses				
43	Rent	975,100		975,100	17%
44	Mortgage Principal Payments			0	
45	Mortgage Interest Payments			0	
46	Building Maintenance and Repairs			0	
47	Renovation/Leasehold Improvements			0	
48	Utilities			0	
49	Janitorial Supplies			0	
50	Equipment Rental and Maintenance			0	
51	Contracted Building Services			0	
52					
53	Subtotal: Occupancy Expenses	<u>\$975,100</u>		975,100	17%
54					
55	Office Expenses				
56	Office Supplies and Materials			0	
57	Office Furnishings and Equipment	20,000		20,000	0%

58	Office Equipment Rental and Maintenance	31,522		31,522	1%
59	Telephone/Telecommunications	19,034	4,211	23,245	0%
60	Legal, Accounting and Payroll Services	25,273	16,842	42,115	1%
61	Printing and Copying	6,090		6,090	0%
62	Postage and Shipping	5,665		5,665	0%
63	Other	57,048	12,632	69,680	1%
64					
65	Subtotal: Office Expenses	<u>\$164,632</u>	<u>\$33,685</u>	198,317	3%
66					
67	General Expenses				
68	Insurance	23,165	12,632	35,797	1%
69	Interest Expense			0	0%
70	Transportation	4,858		4,858	0%
71	Food Service	12,500		12,500	0%
72	Administration Fee (to PCSB)	27,830		27,830	
73	EMO Management Fee	421,057		421,057	7%
74	Other General Expense	38,950		38,950	1%
75					
76	Subtotal: General Expenses	<u>\$528,360</u>	<u>\$12,632</u>	540,992	9%
77					
78	TOTAL EXPENSES	<u>\$5,476,515</u>	<u>\$421,057</u>	5,897,572	103%
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	<u>\$228,326</u>		228,326	4%
82	Excess (or deficit) retained by EMO		<u>\$0</u>		

ASSUMPTIONS

Student Enrollment	<u>350</u>
Facility Size (square footage)	<u>23800</u>
Average Teacher Salary	<u>58018</u>
Student/Teacher Ratio	<u>14</u>
Other Major Assumptions	<u>Pre k outsourced to Apple Tree</u>

NOTES: Other Income = Investment Income

4. ESTIMATED FIVE-YEAR BUDGET PROJECTIONS

DPDC Estimated Five Year Budget Projections

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	3,239,166	4,611,602	5,890,978	7,170,354	8,437,412
Per Pupil Facilities Allowance	700,000	980,000	1,260,000	1,540,000	1,820,000
Federal Entitlements	128,215	112,307	166,590	219,142	274,047
Income from Grants and Donations					
Activity Fees					
Other Income	1,176	932	1,192	1,452	1,710
TOTAL REVENUES	\$4,068,557	\$5,704,841	\$7,318,760	\$8,930,948	\$10,533,169
EXPENSES					
Personnel Salaries and Benefits	966,639	1,764,733	2,567,575	3,160,764	4,019,837
Direct Student Costs	1,919,489	2,043,690	2,171,547	2,305,712	2,446,047
Occupancy	696,500	975,100	1,253,700	1,532,300	1,810,900
Office Expenses	113,224	164,632	215,291	262,262	315,052
General Expenses	296,807	528,360	732,636	923,470	1,101,175
TOTAL EXPENSES	\$3,992,659	\$5,476,515	\$6,940,749	\$8,184,508	\$9,693,011

Capital Plan					
Computers / Equipment	30000	30000	30000	30000	30000
Furniture / Fixtures	4000	4000	4000	4000	4000
Technology / Equipment	12000	20000	20000	20000	20000
Sum	46000	54000	54000	54000	54000

5. CAPITAL BUDGET

Capital Plan

Computers / Equipment	30000	30000	30000	30000	30000
Furniture / Fixtures	4000	4000	4000	4000	4000
Technology / Equipment	12000	20000	20000	20000	20000
Sum	46000	54000	54000	54000	54000

6. CASH FLOW PROJECTIONS FOR YEAR ONE

DPDC

Year 1 Cash Flow

Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
	\$	690,887 \$	356,528 \$	22,170 \$	702,602 \$	348,612 \$	14,253 \$	694,685 \$	360,327 \$	25,968 \$	676,401 \$	342,042 \$	
\$ -	\$ 809,792	\$ -	\$ -	\$ 809,792	\$ -	\$ -	\$ 809,792	\$ -	\$ -	\$ 809,792	\$ -	\$ -	\$ 3,239,166
\$ -	\$ 175,000	\$ -	\$ -	\$ 175,000	\$ -	\$ -	\$ 175,000	\$ -	\$ -	\$ 175,000	\$ -	\$ -	\$ 700,000
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 68,215
\$ -	\$ -	\$ -	\$ -	\$ 30,000	\$ -	\$ -	\$ 30,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 60,000
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ 98	\$ 98	\$ 98	\$ 98	\$ 98	\$ 98	\$ 98	\$ 98	\$ 98	\$ 98	\$ 98	\$ 98	\$ 1,176
\$ -	\$ 984,890	\$ 98	\$ 98	\$ 1,014,890	\$ 98	\$ 98	\$ 1,014,890	\$ 98	\$ 98	\$ 984,890	\$ 98	\$ 98	\$ 4,068,557
\$ -	\$ 984,890	\$ 690,985	\$ 356,626	\$ 1,037,059	\$ 702,700	\$ 348,710	\$ 1,029,142	\$ 694,783	\$ 360,425	\$ 1,010,857	\$ 676,499	\$ 410,355	\$ 4,068,557
\$ -	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 90,000
\$ -	\$ -	\$ 21,818	\$ 21,818	\$ 21,818	\$ 21,818	\$ 21,818	\$ 21,818	\$ 21,818	\$ 21,818	\$ 21,818	\$ 21,818	\$ 21,818	\$ 240,000
\$ -	\$ -	\$ 9,091	\$ 9,091	\$ 9,091	\$ 9,091	\$ 9,091	\$ 9,091	\$ 9,091	\$ 9,091	\$ 9,091	\$ 9,091	\$ 9,091	\$ 100,000
\$ -	\$ -	\$ 9,545	\$ 9,545	\$ 9,545	\$ 9,545	\$ 9,545	\$ 9,545	\$ 9,545	\$ 9,545	\$ 9,545	\$ 9,545	\$ 9,545	\$ 105,000
\$ -	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 90,000
\$ -	\$ 1,896	\$ 1,896	\$ 1,896	\$ 1,896	\$ 1,896	\$ 1,896	\$ 1,896	\$ 1,896	\$ 1,896	\$ 1,896	\$ 1,896	\$ 1,896	\$ 22,750
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ 4,583	\$ 4,583	\$ 4,583	\$ 4,583	\$ 4,583	\$ 4,583	\$ 4,583	\$ 4,583	\$ 4,583	\$ 4,583	\$ 4,583	\$ 4,583	\$ 55,000
\$ -	\$ 14,852	\$ 14,852	\$ 14,852	\$ 14,852	\$ 14,852	\$ 14,852	\$ 14,852	\$ 14,852	\$ 14,852	\$ 14,852	\$ 14,852	\$ 14,852	\$ 178,221
\$ -	\$ 7,139	\$ 7,139	\$ 7,139	\$ 7,139	\$ 7,139	\$ 7,139	\$ 7,139	\$ 7,139	\$ 7,139	\$ 7,139	\$ 7,139	\$ 7,139	\$ 85,668
\$ -	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 10,000
\$ -	\$ 979	\$ 979	\$ 979	\$ 979	\$ 979	\$ 979	\$ 979	\$ 979	\$ 979	\$ 979	\$ 979	\$ 979	\$ 11,750
\$ -	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 7,500
\$ -	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 25,000
\$ -	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 18,400
\$ -	\$ 2,033	\$ 2,033	\$ 2,033	\$ 2,033	\$ 2,033	\$ 2,033	\$ 2,033	\$ 2,033	\$ 2,033	\$ 2,033	\$ 2,033	\$ 2,033	\$ 24,000
\$ -	\$ 1,407	\$ 1,407	\$ 1,407	\$ 1,407	\$ 1,407	\$ 1,407	\$ 1,407	\$ 1,407	\$ 1,407	\$ 1,407	\$ 1,407	\$ 1,407	\$ 16,885
\$ -	\$ 147,730	\$ 147,730	\$ 147,730	\$ 147,730	\$ 147,730	\$ 147,730	\$ 147,730	\$ 147,730	\$ 147,730	\$ 147,730	\$ 147,730	\$ 147,730	\$ 1,772,754
\$ -	\$ 2,767	\$ 2,767	\$ 2,767	\$ 2,767	\$ 2,767	\$ 2,767	\$ 2,767	\$ 2,767	\$ 2,767	\$ 2,767	\$ 2,767	\$ 2,767	\$ 33,200
Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
\$ -	\$ 767	\$ 767	\$ 767	\$ 767	\$ 767	\$ 767	\$ 767	\$ 767	\$ 767	\$ 767	\$ 767	\$ 767	\$ 9,200
\$ -	\$ 1,504	\$ 1,504	\$ 1,504	\$ 1,504	\$ 1,504	\$ 1,504	\$ 1,504	\$ 1,504	\$ 1,504	\$ 1,504	\$ 1,504	\$ 1,504	\$ 18,050
\$ -	\$ 910	\$ 910	\$ 910	\$ 910	\$ 910	\$ 910	\$ 910	\$ 910	\$ 910	\$ 910	\$ 910	\$ 910	\$ 10,920
\$ -	\$ 1,906	\$ 1,906	\$ 1,906	\$ 1,906	\$ 1,906	\$ 1,906	\$ 1,906	\$ 1,906	\$ 1,906	\$ 1,906	\$ 1,906	\$ 1,906	\$ 22,868
\$ -	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 6,000
\$ -	\$ 458	\$ 458	\$ 458	\$ 458	\$ 458	\$ 458	\$ 458	\$ 458	\$ 458	\$ 458	\$ 458	\$ 458	\$ 5,500
\$ -	\$ 3,391	\$ 3,391	\$ 3,391	\$ 3,391	\$ 3,391	\$ 3,391	\$ 3,391	\$ 3,391	\$ 3,391	\$ 3,391	\$ 3,391	\$ 3,391	\$ 40,686
\$ -	\$ 58,042	\$ 58,042	\$ 58,042	\$ 58,042	\$ 58,042	\$ 58,042	\$ 58,042	\$ 58,042	\$ 58,042	\$ 58,042	\$ 58,042	\$ 58,042	\$ 696,500
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ 1,306	\$ 1,306	\$ 1,306	\$ 1,306	\$ 1,306	\$ 1,306	\$ 1,306	\$ 1,306	\$ 1,306	\$ 1,306	\$ 1,306	\$ 1,306	\$ 15,668
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ 237	\$ 237	\$ 237	\$ 237	\$ 237	\$ 237	\$ 237	\$ 237	\$ 237	\$ 237	\$ 237	\$ 237	\$ 2,845
\$ -	\$ 579	\$ 579	\$ 579	\$ 579	\$ 579	\$ 579	\$ 579	\$ 579	\$ 579	\$ 579	\$ 579	\$ 579	\$ 6,950
\$ -	\$ -	\$ -	\$ -	\$ -	\$ 19,632	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 19,632
\$ -	\$ 18,828	\$ 18,828	\$ 18,828	\$ 18,828	\$ 18,828	\$ 18,828	\$ 18,828	\$ 18,828	\$ 18,828	\$ 18,828	\$ 18,828	\$ 18,828	\$ 225,932
\$ -	\$ 2,148	\$ 2,148	\$ 2,148	\$ 2,148	\$ 2,148	\$ 2,148	\$ 2,148	\$ 2,148	\$ 2,148	\$ 2,148	\$ 2,148	\$ 2,148	\$ 25,780
\$ -	\$ 294,002	\$ 334,457	\$ 334,457	\$ 334,457	\$ 354,089	\$ 334,457	\$ 334,457	\$ 334,457	\$ 334,457	\$ 334,457	\$ 334,457	\$ 334,457	\$ 3,992,659
\$ -	\$ 690,887	\$ 356,528	\$ 22,170	\$ 702,602	\$ 348,612	\$ 14,253	\$ 694,685	\$ 360,327	\$ 25,968	\$ 676,401	\$ 342,042	\$ 75,898	\$ 75,898

F. RESUMES, BOARD MEMBER AGREEMENTS, AND STATEMENTS OF INTEREST

KATHRYN STANTON

WORK HISTORY

Democracy Prep Public Schools, New York, NY 2010 – present

Chief Executive Officer (2013-present) Chief Operating Officer (2012-2013); Chief of Staff (2010-2012)

Responsible for setting organizational priorities, design and implementation of vision, and cascading internal communications; Oversee all external affairs, including press, marketing, communications, philanthropy, recruitment and civic initiatives; Lead all new school start-up, including charter process, board recruitment, and authorizer relationships; Represent organization publicly, including national conference presentations; secured over \$12 million in grants since 2010; Serve as adviser to school leaders; Oversee legal, financial and personnel matters; Overseen growth and management of organization from one school to nine campuses and management organization

Interim Executive Director, Harlem Prep Charter School (2011-2012)

Led first-ever restructured renewal of a public charter school; Implemented turnaround strategies from application to succession plan; Led school from 3rd to 96th percentile, city-wide, and to the highest growth in the state and city in ELA and Math, respectively.

Democracy Prep Charter School, New York, NY 2007 - 2010

Director of External Affairs (2008-2010); Director of Development (2007-2008)

Responsible for all foundation, corporation and individual philanthropy, grant and relationship management, and special events; Designed and implemented a robust data-driven development plan; Ensured legal compliance, interfacing with federal, state and local officials; Served as the primary liaison with the Board of Trustees; Managed and designed all marketing materials and publications; Served as the spokesperson for the school with members of the press; Advised a cohort of 30 students

Harlem Day Charter School, New York, NY 2004 - 2007

Director of Student Affairs

Responsible for the design and management of the afterschool and summer programs, including planning, staffing and supervision of the programs; Managed the placement of graduating 5th graders by assisting families and maintaining relationships with 6th grade programs; Set school culture through the organization of school-wide events and assembly program, as well as by acting as the administrator tasked with discipline; Responsible for oversight and management of school assistants;

The Women's City Club of New York, New York, NY 2003 - 2004

Program Coordinator

Primary contact for correspondence with public officials, press, and vendors; Managed database for development and membership; Coordinated all aspects of internal and public meetings; Produced newsletter and other collateral; Managed office technology, including maintaining website;

Prep for Prep, New York, NY 1999-2003

Ethics Teacher and Administrative Coordinator - New York Metro Region Leadership Academy (2002-2003)

Designed and taught a seven-week "Ethical Leadership" course, which focused on the meaning and role of an ethical leader, including issues such as affirmative action, bioethics, and the present and future of education; Managed admissions process, including interviewing candidates and organizing IQ testing for 300 potential students; Managed all office matters; Managed full talent search, preparatory, and post-preparatory database; Collaborated with Development Office in data collection and analysis for funder reporting; Organized and facilitated transportation of all students; Served as dorm leader for a 7-week residential program; Planned extracurricular programming; Served as coach and adviser for after-school activities and as a substitute teacher for all subject areas

Special Assistant for the Summer Preparatory Session (Summers, 1999-2001)

Responsible for continuing a working relationships for service providers for 15 students daily, which included budgetary & geographical concerns; Facilitated a four-day trip to a Connecticut boarding school for over 150 students; Worked closely with Executive Staff, including the Executive Director and Founder;

EDUCATION

George Washington University, M.A. in Educational Leadership

Mount Holyoke College, B.A. in Philosophy, Religion

MEMBERSHIPS AND SKILLS

Democracy Builders (Board Member), Women in Development (New York Chapter), Women's City Club of New York, Young Alumni Network (George Washington University), Young Alumnae of New York (Mount Holyoke College) Latin (Fluent), French (Intermediate), Quark Xpress, Adobe Suite (including InDesign), Blackbaud Suite



DEMOCRACY PREP PUBLIC SCHOOLS

Work Hard. Go to College. Change the World!

Founding and Board Member Agreement & Personal Statement Democracy Prep D.C.

As a member of the Founding Group/Board of Trustees of Democracy Prep Washington, DC (“DPDC”), consistent with my fiduciary duties, I shall continuously strive to promote the best interests of DPDC as a whole and to that end, shall adhere to the following ethical standards.

- I. *No Excuses* Focus
 - I will be continually guided by the principles of a *No Excuses* school: 1) Rigorous college-prep academics; 2) More time to learn; 3) Data-driven decision-making; 4) Safe and supportive school culture; and 5) Exemplary Talent.
- II. Fairness
 - I will encourage debate, expressions of different opinions and listen with an open mind to others’ ideas.
 - I will be fair, just and impartial in all my decisions and actions.
- III. Trustworthiness
 - I will make no personal promise or take private action that may compromise my performance or responsibilities.
 - I will work to ensure accountable and prudent use of DPDC resources.
 - I will keep in mind that, alone, I am not the Board and as such I will not act on behalf of the Board, nor make representations on behalf of the Board unless specifically authorized to do so.
- IV. Honor
 - I will tell the truth, will share my views while working for consensus, and respect the majority decisions of the Board.
 - I will not release confidential information.
- V. Integrity
 - I will consistently uphold all applicable laws, rules, policies, and governance procedures.
 - I will not disclose information that is confidential by law or that will needless harm DPDC if disclosed.
 - I refuse to surrender judgment to any individual interest group at the expense of the DPDC as a whole.
- VI. Service
 - I will diligently prepare for and attend DPDC Board meetings.
 - I will avoid personal involvement in activities the Board has delegated to the Managing Director.
 - I will focus my attention on fulfilling the Board’s responsibilities of goal setting, policy making and evaluation.



DEMOCRACY PREP PUBLIC SCHOOLS

Work Hard. Go to College. Change the World!

VII. Qualifications/Personal Statement

- Please describe your qualifications to serve on the Democracy Prep DC Board:

SAMPLES: As...I have deep knowledge of public charter schools and the educational environment of Washington, DC.

- Please provide a brief personal statement for why you want to serve on the Democracy Prep DC Board and the specific knowledge and experience you would bring to the Board:

SAMPLES:

I am impressed with the successful track record of Democracy Prep's schools in Harlem. I deeply believe Washington, DC students will benefit from its mission of educating responsible citizen-scholars for success in the college of their choice and a life of active citizenship.

I believe in the mission of Democracy Prep and want to help them grow successfully into a national network of high performing public charter schools.

I want to provide guidance to an organization that is working to increase the number of college-educated citizens in Washington, DC.

- I have worked for over a decade to ensure that students in New York have access to the highest quality educational opportunities. Growing up in Northern Virginia, I steadfastly believe in the mission of Democracy Prep, and feel the urgency to provide more scholars access to the Democracy Prep educational model, in Washington, DC and beyond.

Founding Member Signature: _____

Date: _____

9/6/13

Trustee Signature: _____

Date: _____

9/6/13



DEMOCRACY PREP PUBLIC SCHOOLS


Work Hard. Go to College. Change the World!

Conflict of Interest Form

(This form must be included in the application and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes No
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes No
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes No
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes No
5. Have you, your spouse or any member of your family guaranteed any loans for the proposed charter school or loaned it any money? Yes No
6. Are or will you, your spouse, or any member of your family be employed by the proposed charter school, its ESP or other contractors? Yes No
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes No
8. Did or do you, your spouse, or other member of your family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? Yes No
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? Yes No
10. Do you currently serve as a member of the board of any public charter school? Yes No
11. Do you currently serve as a public official? Yes No
12. Have you, your spouse, or any member of your family applied to establish or participated in the establishment of a charter school? Yes No
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes No

Signature		Title	COO
Applicant Organization	Democracy Prep DC	Date Submitted	9/6/13

Lindsay Malanga

EDUCATION

Harvard University, Cambridge, MA
Master of Education, School Leadership 2004

New York University, New York, NY
Bachelor of Science, Early Childhood & Elementary Education (*magna cum laude*) 2000

EXPERIENCE

Democracy Prep Public Schools, Assistant Superintendent of Elementary Schools 7/13-present
Harlem Prep Charter School, Principal 1/11-6/13
NY, NY

- currently oversee the elementary vision and direction of K-5 curriculum and instruction at the network level
- currently coach principals of elementary schools to enhance leadership skills and advance student achievement
- led the first ever charter-to-charter turnaround; school went from 3rd percentile on the Chancellor's Progress Report to the 96th percentile of New York City Schools
- managed and developed approximately 60 staff members in instructional and cultural practices for a no excuses charter turnaround environment
- guided the development of rigorous k-6 curriculum aligned to the Common Core Standards
- executed weekly professional development across two campuses, serving approximately 500 scholars

Bronx Charter School for Children, School Director 11/06-8/10
Bronx, NY

- served as instructional leader for teachers and staff, modeling best practices
- crafted and facilitated professional development for teachers and school leadership members
- collaborated with Executive Director and Board of Trustees to help evolve the organization
- participated in budgetary discussions to make decisions on allocations that would best honor the organization's priorities

Say Yes to Education, Reading Specialist (Teachers College, Columbia University) 7/05 to 11/06
New York, NY

- coordinated and instructed 75 2nd grade students, including ELL and Special Education students
- developed and facilitated school-wide professional development for public school teachers

School Leadership Summit, Founder & Director 6/04-7/06
Las Vegas, NV & Washington D.C.

- created, organized, and directed three-day conference for HGSE alumni
- shaped agenda and gathered resources for conference implementation
- communicated and negotiated hotel and conference contracts

Harlem Village Academies Charter School, Writing Teacher 8/04 - 8/05
New York, NY

- co-created and taught 5th grade grammar and writing curriculum
- analyzed data based on diagnostic assessments and implemented instruction based on that data

Public School 28, Classroom Teacher 8/01-8/03
Brooklyn, NY

- taught 4th and 5th grade (all subjects)
- mentored a NYC Teaching Fellow

HEAD START: Montclair Child Development Center, Head Teacher 8/00-6/01
Montclair, NJ

- worked with pre-kindergarten children on academic and social skill-building
- crafted and facilitated a staff professional development on conflict resolution

CERTIFICATIONS

- Permanent Public School Teacher Certificate: New York State (Pre Kindergarten, Kindergarten, and Grades 1-6)
- New York City Public School License (Teacher of Common Branches, Grades 1-6)

SKILLS

Proficient in Spanish; Strong oral, written and communication abilities; Perceptive interpersonal ability; Sharp organizational, problem-solving, and management skills; Capacity to multi-task efficiently; Solid Microsoft Office and typing aptitude



DEMOCRACY PREP PUBLIC SCHOOLS

Work Hard. Go to College. Change the World!

Founding and Board Member Agreement & Personal Statement Democracy Prep D.C.

As a member of the Founding Group/Board of Trustees of Democracy Prep Washington, DC (“DPDC”), consistent with my fiduciary duties, I shall continuously strive to promote the best interests of DPDC as a whole and to that end, shall adhere to the following ethical standards.

- I. *No Excuses Focus*
 - I will be continually guided by the principles of a *No Excuses* school: 1) Rigorous college-prep academics; 2) More time to learn; 3) Data-driven decision-making; 4) Safe and supportive school culture; and 5) Exemplary Talent.
- II. *Fairness*
 - I will encourage debate, expressions of different opinions and listen with an open mind to others’ ideas.
 - I will be fair, just and impartial in all my decisions and actions.
- III. *Trustworthiness*
 - I will make no personal promise or take private action that may compromise my performance or responsibilities.
 - I will work to ensure accountable and prudent use of DPDC resources.
 - I will keep in mind that, alone, I am not the Board and as such I will not act on behalf of the Board, nor make representations on behalf of the Board unless specifically authorized to do so.
- IV. *Honor*
 - I will tell the truth, will share my views while working for consensus, and respect the majority decisions of the Board.
 - I will not release confidential information.
- V. *Integrity*
 - I will consistently uphold all applicable laws, rules, policies, and governance procedures.
 - I will not disclose information that is confidential by law or that will needless harm DPDC if disclosed.
 - I refuse to surrender judgment to any individual interest group at the expense of the DPDC as a whole.
- VI. *Service*
 - I will diligently prepare for and attend DPDC Board meetings.
 - I will avoid personal involvement in activities the Board has delegated to the Managing Director.
 - I will focus my attention on fulfilling the Board’s responsibilities of goal setting, policy making and evaluation.



DEMOCRACY PREP PUBLIC SCHOOLS

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VII. Qualifications/Personal Statement

- Please describe your qualifications to serve on the Democracy Prep DC Board:

I am qualified to be on the Democracy Prep DC Board because I have led the elementary schools at Democracy Prep Public Schools, and I have 14 years of experience working in elementary education. I have taught grades Pre-K through 5, have served as a reading specialist at the elementary level, and further I have led in various elementary settings, including serving in roles as the Director of Curriculum Instruction, as a Principal, and now currently as an Assistant Superintendent.

I deeply believe in the mission of Democracy Prep, and I am more than certain that Washington D.C. is the next logical home for this mission. With the great need for excellent schools in our nation's capital, I firmly believe Democracy Prep can fill that need in a high quality manner.

Founding Member Signature: _____

Date: 8/26/13

Trustee Signature: _____

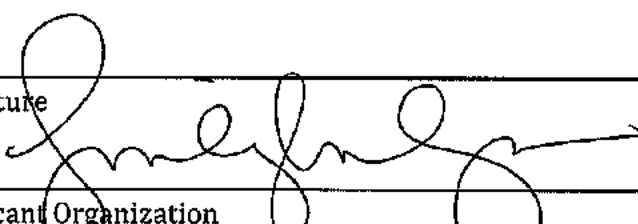
Date: _____

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you or your spouse have any contractual agreements with the proposed charter school?		✓
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		✓
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		✓
7	Did you or your spouse provide any start-up funds to the proposed charter school?		✓
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		✓
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		✓
10	Do you currently serve as a member of the board of any public charter school?		✓
11	Do you currently serve as a public official?		✓
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	✓	
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

Signature 	Title Assistant Superintendent of Elementary Schools
Applicant Organization Democracy Prep Public Schools	Date Submitted 8/26/13

Elementary
Schools
DPPS

HOWARD SCHNIDMAN

FINANCE AND OPERATIONS EXECUTIVE

Extensive breadth and depth in finance and operations including:

CFO - responsible for a network of New York City Charter Schools, IBM divisional CFO, IBM sales pipeline forecast process covering \$50 billion in revenue, Acquisition integration and, Channel inventory issues.

- Managing finance for a network of New York City Charter Schools with an annual budget of \$ 50 million
- Managed IBM division finance
- Managed IBM sales finance
- Managed IBM partner channel inventory issues
- Expanded IBM partner channel usage
- Created global IBM sales forecast process - \$50 billion annual revenue
- Managed large matrixed teams

PROFESSIONAL EXPERIENCE

CHIEF FINANCIAL OFFICER, DEMOCRACY PREP PUBLIC SCHOOLS New York, NY 2013-Current

Democracy Prep Public Schools is a growing network of free, open-enrollment, high-performing public charter schools committed to preparing students for success in college and active citizenship. The team of teachers and staff currently educates over 2,000 scholars in grades K-12.

Responsible for planning, implementing, managing and controlling all financial related activities of the DPPS network of schools.

- Direct responsibility for accounting, finance, forecasting, strategic planning, property management, negotiations, partnership compliance, and fundraising.
- Creation of the financial model for Democracy Prep turnaround schools - a living model of how charter-to-charter turnaround can be executed across the nation.

CONSULTANT, SUPPORTING HUAWEI TECHNOLOGIES Co. Ltd. Shenzhen, China 2010 – 2012

HUAWEI TECHNOLOGIES CO. LTD.

Huawei is a leading global Information and Communication Technology solutions provider, with annual revenue in excess of \$30 billion.

Subject Matter Expert on accounting and forecasting processes

Subject Matter Expert to the Cost & Inventory and the Planning, Budgeting & Forecasting teams supporting Huawei's Integrated Financial System transformation project.

- Designed accounting processes to reflect risk of partner channel inventory
- Designed revenue forecast process based on opportunity pipeline yield

Team Lead for Reporting & Analysis project

Lead a team of 30 IBM consultants and Subject Matter Experts in developing a new reporting platform for Huawei's Integrated Financial System transformation.

- Defined financial metrics and reporting for measurement centers, to support corporate performance
- Streamlined the reporting requirements management process
- Built the reporting architecture, measurement reports, and a stable reporting process
- Executed a \$12 million engagement on budget
- Sold an additional \$3 million contract for the next phase of the project

IBM CORPORATION

1974 – 2009

IBM is a global leader in the Information Technology industry with annual revenue over \$100 billion. IBM's major product lines are hardware, software and services.

GLOBAL SALES SUPPORT EXECUTIVE ROLES 2000 - 2009:**Director Lead Management, Global Sales Operations Somers, NY (2006-2009)**

Championed, prototyped, and implemented weekly revenue forecast process consistent across all units. Managed the 12 month development and deployment, and then executed the weekly revenue forecast process, based on the opportunity pipeline, for about \$50 billion of IBM's revenue, for all geographies, hardware, software, services, internal, and external partner channels.

- Delivered a 15% increase in the pipeline revenue yield in the first year
- Transformed the corporate wide IBM weekly sales reviews to a consistent & more accurate approach

Director Distribution Channels Management, Corporate Marketing Somers, NY (2004-2006)

Expanded the use of IBM tele-sales and external partners in sales coverage, based on channel cost analysis, to create access to new markets. Managed the worldwide process to target and measure the success of this increased use and the transition to a management system that was both channel and brand-focused.

- Reduced dependency on the internal sales resources while maintaining revenue
- Business Partner share grew from 40% to 60%
- IBM tele-sales share grew from 10% to 20 %

Director Sales Operations, Global Business Partners White Plains, NY (2000-2004)

Executed the weekly revenue forecast, the opportunity pipeline analysis, the server on-order load reviews, and the partner in-channel inventory reviews for the \$30 billion of IBM revenue delivered through the Business Partner Channel. Managed increased cooperation of the Business Partner, IBM tele-sales, and internal teams in small & medium business segment. Created the Partner fee-based management system.

- Increased coordination resulted in a streamlined management system & increased sales
- In-channel inventory focus reduced the IBM revenue reversals
- Fee-based partner program increased IBM revenue over \$200 million

ACQUISITION INTEGRATION EXECUTIVE ROLES 1996 - 2000:**Director Post Acquisition Integration, Whistle Foster City, CA (1998-2000)**

Whistle Communications Corporation was an Internet device provider, targeting small businesses, when IBM acquired the company for \$100 million. Led the integration of Whistle into IBM including sales, marketing, manufacturing, human resources, finances, IT, and facilities.

- Successfully achieved all integration time-line milestones
- Eliminated the separate organizational unit

Director Acquisition & Integration, Edmark Redmond, WA (1996-1998)

Edmark was a PC software provider, targeting the children's education market, when IBM acquired the company for \$50 million. Drove the business development effort for the acquisition then led the integration of Edmark into IBM, including sales, marketing, manufacturing, human resources, finances, IT and facilities.

- Successfully achieved all integration time-line milestones
- Recommended elimination of the unit when IBM terminated the Consumer Division

DIVISIONAL CFO ROLES 1989 - 1996:**Controller, Consumer Division Somers, NY (1994-1996)**

The Consumer Division was created to separate IBM's focus from the commercial market, with revenue over \$2 billion from a product line of desktop and notebook PC's.

- Executed the business plan to establish the start-up division
- Controller for the first year of operation
- Critical focus area was retailer in channel inventory management

Controller, Power Personal Systems Division Somers, NY (1993-1994)

The Power Personal Systems Division was created to focus IBM's attention on PC's powered by the POWER PC chip set as opposed to the Intel chip set.

- Managed the \$300 million annual investment of the new division
- Recommended elimination of the division due to revenue performance and limited software support

Director Finance and Operations, US Western Sales Area San Francisco, CA (1990-1993)

The Western Area represented a third of the US with over \$5 billion in annual revenue.

- Achieved the Area's financial plan
- Deployed a sales plan with focus on profit as well as revenue

Director Finance, PC APPLICATION Software Division Milford, CT (1989-1990)

The PC Application Software Division was created to increase IBM's focus on PC Application Software sales.

- Achieved the division's financial plan
- Developed product acquisition business cases

EARLIER EXPERIENCE 1974 - 1989:**Controller, Charlotte site Charlotte, NC (1988-1989)**

Executed responsibilities for all financial controls and budgets. Successfully led the merger of the Charlotte and Raleigh accounting teams, eliminating over 100 redundant positions

Financial Management positions Charlotte, NC (1983-1988)

Positions included: Financial Planning Manager, and Pricing Manager

Financial Positions White Plains, NY (1982-1983)

Position included: Support for all mid range computer product announcements

Planning & Financial Positions Lexington, KY (1979-1982)

Positions included: Financial analysis / pricing and new product planning

Sales Positions - Office Products Division Albany, NY (1974-1979)**EDUCATION**

MBA (Marketing/Finance) State University of New York - Albany, NY, 1978

BS (Management) Rensselaer Polytechnic Institute -Troy, NY, 1973



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 - I will not release confidential information.
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 - I will focus my attention on fulfilling the Board's responsibilities of goal setting, policy making and evaluation.



DEMOCRACY PREP PUBLIC SCHOOLS

Work Hard. Go to College. Change the World!

VII. Qualifications/Personal Statement

- I am a senior staff member of Democracy Prep Public Schools, who has over 30 years experience in corporate management & finance. I am eager to support the expansion of Democracy Prep as we fulfill our mission
- Please provide a brief personal statement for why you want to serve on the Democracy Prep DC Board and the specific knowledge and experience you would bring to the Board:
- As an experienced financial executive, a member of the founding group of DPDC, and a father of 2, I understand the importance of a quality education and am eager to promote the opportunities of a high performing education with the scholars of DPDC.

Founding Member Signature: _____

Date: 9-2-2013

HOWARD SCHNEIDERMAN

Trustee Signature: _____

Date: _____

Conflict of Interest Form
*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you or your spouse have any contractual agreements with the proposed charter school?		X
* 2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?	X	
3	Did or will you or your spouse lease or sell property to the proposed charter school?		X
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		X
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		X
* 6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	X	
7	Did you or your spouse provide any start-up funds to the proposed charter school?		X
* 8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?	X	
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		X
10	Do you currently serve as a member of the board of any public charter school?		X
11	Do you currently serve as a public official?		X
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		X
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		X

* MY DAUGHTER, JENNIFER SCHNIDMAN MEDBERG IS CEO & FOUNDER OF KICK BOARD.

Signature <i>HOWARD SCHNIDMAN</i>	Title <i>CFO</i>
Applicant Organization <i>Democracy Prep Public Schools</i>	Date Submitted <i>9-2-2013</i>

Raphael J. Gang

EXPERIENCE

DEMOCRACY PREP PUBLIC SCHOOLS

Chief of Staff

NEW YORK, NY
August 2013 - Present

- Responsible for day to day operations of charter network, including nine charter schools and over 350 staff members.
- Oversee network operations and services, including ensuring schools receives needed services and the overall financial sustainability of network
- Manage CMO professional development and training, in addition to personnel evaluation
- Manage strategic planning process network wide to ensure ongoing cycle of improvement

LOUISIANA DEPARTMENT OF EDUCATION – OFFICE OF PORTFOLIO

Executive Director of Planning and Strategy

BATON ROUGE, LA
March 2013 – July 2013

- Led development and implementation of new school creation strategy designed to ensure all Louisiana students have access to multiple high quality options, including analysis of statewide need for new options, and strategy for recruiting national school operators, and the recruitment and training of individuals to launch new schools.
- Led the development and implementation of Believe and Succeed, the LDE's ~\$7 million grant initiative to launch 75 new schools in Louisiana in the next 3 years
- Oversaw LDE recruitment of nationally based charter operators in collaboration with local partners including New Schools for New Orleans and New Schools for Baton Rouge, resulting in more than 10 national operators applying to launch over 100 schools
- Redesigned and oversaw implementation of the 2013 Charter Application Process, leading to a record 134 charter applications, more than double the number of schools proposed and saving over \$150k from the prior year's process.

Chief of Staff

January 2012 – February 2013

- Oversaw operations of 12 person office during three leadership changes in less than 12 months, including: hiring of three new team members to manage critical team priorities, creation of policy to implement major policy initiatives in charter renewals, extensions, and charter application process, management of team operating budget of approximately \$1.5 million, and goal setting and tracking systems for team members and programs to ensure successful implementation of priorities
- Oversaw rollout of the Louisiana Scholarship Program, with more than 10,000 students applying receive scholarships to attend participating schools, including conducting the student lottery, and recruitment of participating schools and students
- Initiated ongoing partnership with counterparts at Recovery School District, ensuring alignment on strategic priorities

Acting Director

July 2011 – December 2012

- Led office through period of transition, in which two-thirds of staff departed, including the Executive Director
- Managed office reorganization that resulted in the hiring of four new team members and the clarification of roles/responsibilities
- Led development of office's first strategic plan including the creation of a clear vision, mission, and goals
- Oversaw the development and implementation of high-quality charter school authorizing procedures, including: a revised charter application and contract, the first comprehensive monitoring protocol, a compliance calendar identifying all documentation required on an ongoing basis for authorized charter schools, a comprehensive data management system, and a detailed school closure and transfer process based on national best practices
- Oversaw charter application process that reduced costs by over \$200K from the previous year, while maintaining quality
- Coordinate internal and external partnerships to ensure streamlined communications, monitoring, and decision making
- Develop and implement state policy regarding charter applications, standards for renewal and extension as well automatic renewals, business partnerships, virtual schools, ongoing monitoring, the relinquishment of charters, and charter amendments
- Manage and lead team of six and oversee day to day operations of office

Reform Fellow

July 2010 – July 2011

- Organized charter authorizer excellence conference that convened over 60 stakeholders and national experts, producing actionable recommendations for policy and organizational reforms; enacted reforms based on recommendations
- Redesigned and implemented multi-million dollar competitive charter school start-up grant
- Researched and co-wrote report for State Superintendent of Education analyzing national efforts to determine measures of student growth in non-tested grades and subjects for the purpose of educator evaluation and presented recommendations for implementation in Louisiana
- Delivered multiple presentations to stakeholder groups to provide information on Louisiana's charter school application process, requirements and best practices relating to charter school authorization, and the benefits of charter schools to school districts

AMERICAN ENTERPRISE INSTITUTE

Research Assistant

WASHINGTON, D.C.
June 2009 – June 2010

- Researched topics including innovation in higher education, online and virtual learning, and new models for K-12 education for inclusion in scholar's books, blog, and op-eds
- Coordinated communication among editors, authors, and publisher for Palgrave-Macmillan book series
- Managed development and editing process for scholarly volumes and produced accompanying policy briefs for legislators
- Planned and coordinated public and private events for up to 200 people, including timely distribution of information to presenters and participants, outreach for print, online, radio, and television media, and summary report for public distribution
- Produced and disseminated Education Policy Newsletter detailing recent and upcoming activities for Education Policy team

CHARLES G. KOCH FOUNDATION – KOCH ASSOCIATE PROGRAM

ARLINGTON, VA

K-12 Associate

June 2008 – June 2009

- Designed K-12 program vision and strategy; provided analysis and recommendations regarding Foundation grants and programs
- Managed successful teams competing in policy research, debates, and the design and implementation of a nonprofit business plan

TEACH FOR AMERICA – LEHUA AND WAIANAE ELEMENTARY SCHOOLS

WAIANAE, HI

Elementary School Teacher

June 2006 – June 2008

- Developed and implemented reading curriculum that led students to average one year of growth in three quarters of a school year
- Designed and implemented after school remediation program in partnership with local high school students volunteering as tutors that led participating students to average ten percent growth in math
- Secured grants totaling \$1,200 to create classroom library and start school's first Chess Club

EDUCATION

2006 - 2008

UNIVERSITY OF HAWAII AT MANOA

HONOLULU, HI

Master of Education in Teaching; GPA 3.94

2002 – 2006

BELOIT COLLEGE

BELOIT, WI

Bachelor of Arts in Political Science, Minor: Religious Studies; GPA 3.5

Honors and Awards: Dean's List (Fall 2002- 2005), Pi Sigma Alpha Honor Society



DEMOCRACY PREP PUBLIC SCHOOLS

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VII. Qualifications/Personal Statement

- Please describe your qualifications to serve on the Democracy Prep DC Board:

I have experience as a teacher and educator. I have worked in charter governance as part of a state department of education and been training in effective oversight of charter schools. I have personally assembled boards for several charter schools. I worked in Washington D.C. for two years doing educational policy research.

- Please provide a brief personal statement for why you want to serve on the Democracy Prep DC Board and the specific knowledge and experience you would bring to the Board:

In the time I've worked at Democracy Prep, I've never met such a committed and driven group of individuals, all of which are working towards a singular goal. I believe deeply in closing the achievement gap and providing an excellent education to all children. I'm looking forward to working with the schools leadership to implement a model that serves the students in our school and ensures the sustainability of our school.

Founding Member Signature: _____

Date: _____

Trustee Signature: _____

Date: _____

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
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4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		✓
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		✓
7	Did you or your spouse provide any start-up funds to the proposed charter school?		✓
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		✓
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		✓
10	Do you currently serve as a member of the board of any public charter school?		✓
11	Do you currently serve as a public official?		✓
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		✓
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

Signature <i>[Handwritten Signature]</i>	Title <i>8/26/13</i>
Applicant Organization <i>Democracy Prep Public Schools</i>	Date Submitted <i>Chief of Staff</i>

BENJAMIN NATHAN FEIT

EDUCATION

Duke University School of Law, Durham, NC

Juris Doctor (May 2010), GPA: 3.80/4.0 (*magna cum laude*; Order of the Coif)

Staff Editor: *Duke Law Journal* (2008 – 2010)

Yale University, New Haven, CT

Bachelor of Arts in History with Distinction (May 2006), GPA: 3.81/4.0 (*cum laude*)

Alumni Interviewer: Yale University Alumni Schools Committee (2007 – 2011)

Staff writer and sports columnist: *Yale Daily News* (2002 – 2005)

PROFESSIONAL EXPERIENCE

Democracy Prep Public Schools, New York, NY

Deputy Chief of Staff (July 2013 – present); *Assistant Director of Strategy & Development* (July 2012 – June 2013);

Policy Manager (January 2012 – June 2012)

Responsible for the coordination of interdepartmental output, the submission of all major reports and compliance filings, and the development and execution of organizational regional expansion strategies. Teach Advanced Civics seminar to 12th grade students at Democracy Prep's flagship high school.

United States Court of Appeals for the Third Circuit, Philadelphia, PA

Judicial Law Clerk to the Honorable Anthony J. Scirica (September 2010 – September 2011)

Completed federal appellate court clerkship upon graduation from law school; was selected from among the nation's most accomplished law students and legal professionals.

Duke Law Community Enterprise Clinic, Durham, NC

Student Attorney (August 2009 – December 2009)

Counseled nonprofit corporations on regulatory, transactional, and strategic matters in private public interest setting.

Proskauer Rose LLP, New York, NY

Summer Associate (May 2009 – July 2009; received offer of permanent employment)

Wrote memos addressing complex issues at large Manhattan law firm. Offered full-time position as an attorney after demonstrating outstanding research, writing, and interpersonal abilities during a summer apprenticeship program.

Children's Rights, Inc., New York, NY

Legal Intern (June 2008 – August 2008)

Assisted with litigating federal class action institutional reform suits brought on behalf of abused & neglected children.

Prem Tinsulanonda International School, Chiang Mai, Thailand

Health-Physical Education Teaching Assistant/Residential Counselor (August 2006 – June 2007)

Co-taught 20 lesson periods weekly in Health-Physical Education Department & provided academic and social support to over 100 boarding school students residing on an international school campus.

PUBLICATIONS

P.R.I. Primer: What I.R.S. Private Letter Rulings Reveal About Program-Related Investments (TAXATION OF EXEMPTS, July 2011)

BAR ADMISSIONS

New York; Massachusetts



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Founding and Board Member Agreement & Personal Statement Democracy Prep D.C.

As a member of the Founding Group/Board of Trustees of Democracy Prep Washington, DC ("DPDC"), consistent with my fiduciary duties, I shall continuously strive to promote the best interests of DPDC as a whole and to that end, shall adhere to the following ethical standards.

I. *No Excuses* Focus

- I will be continually guided by the principles of a *No Excuses* school: 1) Rigorous college-prep academics; 2) More time to learn; 3) Data-driven decision-making; 4) Safe and supportive school culture; and 5) Exemplary Talent.

II. Fairness

- I will encourage debate, expressions of different opinions and listen with an open mind to others' ideas.
- I will be fair, just and impartial in all my decisions and actions.

III. Trustworthiness

- I will make no personal promise or take private action that may compromise my performance or responsibilities.
- I will work to ensure accountable and prudent use of DPDC resources.
- I will keep in mind that, alone, I am not the Board and as such I will not act on behalf of the Board, nor make representations on behalf of the Board unless specifically authorized to do so.

IV. Honor

- I will tell the truth, will share my views while working for consensus, and respect the majority decisions of the Board.
- I will not release confidential information.

V. Integrity

- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will not disclose information that is confidential by law or that will needlessly harm DPDC if disclosed.
- I refuse to surrender judgment to any individual interest group at the expense of the DPDC as a whole.

VI. Service

- I will diligently prepare for and attend DPDC Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the Managing Director.
- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policy making and evaluation.



DEMOCRACY PREP PUBLIC SCHOOLS

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VII. Qualifications/Personal Statement

- For two years, I have proudly led Democracy Prep's legal team and have participated in Democracy Prep's expansion from a network of three high performing public charter schools to nine. I also teach an Applied Civic Seminar course to our 12th grade scholars in Harlem. I deeply believe in our mission to educate citizen scholars for success in college and citizenship and eagerly look forward to educating scholars in Washington, D.C.*

Please provide a brief personal statement for why you want to serve on the Democracy Prep DC Board and the specific knowledge and experience you would bring to the Board.

- My legal background will benefit the Board's effort to be a strong and responsible governing body to Democracy Prep DC. My experience with Democracy Prep in Harlem will also prove useful to the Board.*

Founding Member Signature: _____

Date: _____

9/8/15

Trustee Signature: _____


Date: _____

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you or your spouse have any contractual agreements with the proposed charter school?		X
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		X
3	Did or will you or your spouse lease or sell property to the proposed charter school?		X
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		X
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		X
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	X	
7	Did you or your spouse provide any start-up funds to the proposed charter school?		X
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		X
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		X
10	Do you currently serve as a member of the board of any public charter school?		X
11	Do you currently serve as a public official?		X
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		X
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		X

Signature 	Title Deputy Chief of Staff
Applicant Organization Democracy Prep DC Charter School	Date Submitted 9/8/13

CHIV HENG

Employment History

Democracy Prep Public Schools - Harlem, NY

Senior Director of Operations

2013 – Present

Lead Operations, Facilities, Technology and Data teams in developing systems to support the growth of DPPS through expansion of preexisting schools and opening of 2-5 new schools every year through 2018;
Develop a comprehensive professional development program for non-instructional staff;
Identify appropriate public facilities to accommodate new school start ups in new regions;
Architect a robust and scalable, private cloud-based data warehouse to provide longitudinal tracking and data analysis of student performance

Senior Director of Knowledge Management

2010 – 2013

Managed Technology and Data teams to support 6 Democracy Prep schools in Harlem;
Managed the ERate funding process, successfully bringing in over \$2 million in federal funding for school technology infrastructure improvements;
Championed and successfully implemented a strategy to minimize reliance on in-house technology infrastructure and embrace cloud platforms; primarily Google Apps.

The Providence Plan – Providence, RI

Director of Information Technology

2009 – 2010

Designed and implemented I.T. infrastructure improvements and provided support for the diverse technology needs of The Providence Plan and its various program initiatives;
Developed I.T. budget and made all related purchasing decisions, enabling broad cost savings while improving usability and performance.
Developed improved I.T. policies around disaster recovery and network security.

Network Administrator/Database Specialist

2007 – 2009

Managed a computer network of 15 servers, 4 remote locations and up to 115 users in a mixed Windows/Linux server environment;
Provided business analysis and database development for ProvPlan initiatives (Building Futures, New Roots, ReadyToLearn) resulting in improved data tracking and outcome reporting.

New Roots Providence: Program Coordinator

2006 – 2007

Coordinated New Roots Providence's organizational development training series, which provided free, monthly training by expert facilitators to more than 150 community and faith-based organizations in Providence;
Provided one-on-one technical assistance for New Roots Capacity Building Grantees;
Managed the New Roots Small Grants Program which helped to support young community-based organizations;
Designed and published New Roots website and printed communications.

Crawford Allen House Condominiums – Providence, RI 2006 – 2010

Property Manager, residential

Represented out-of-state property owners and oversaw successful renovation of multiple condo units;
Coordinated with condo association's management company on all issues concerning the association properties;
Publicized and marketed available units, interviewed prospective tenants, negotiated and transacted lease agreements.

Barbara Sokoloff Associates, Inc. – Providence, RI 2005 – 2006

Project Staff

Provided research to clients applying for city, state and federal subsidies for multi-family and assisted living developments;

Worked with R.I. Dept. of Transportation to manage the design and construction of the Warwick-East Greenwich Bicycle Network;

Assisted with planning, development and housing policy for state and local governments as well as several non-profit organizations.

Office of the Mayor, City of Providence – Providence, RI 2003 – 2004

Jr. Policy Analyst / Special Assistant to Chief of Policy

Coordinated 2004 Mayoral Fellowship, a program that offers recent college graduates hands-on experience in local government service;

Coordinated and administered Dexter Donation grants and the 2003 Providence School Board nomination process;

Provided research and analysis on issues of housing, homelessness, education and community development and served as Office of Policy staff liaison for homelessness service providers.

Education

Wat Pai Lom, Buddhist Temple – Trat, Thailand 2004

Prah/Thai Buddhist Monk

Completed 1st year Thai Sangha studies

University of Rhode Island – Kingston, RI 2003

BA in Political Science, magna cum laude

Awards & Fellowships

City of Providence Mayoral Fellow 2003

URI President's Award for Student Excellence in Political Science 2003

David E. Warren Political Science Award, 2002 & 2003 2002 & 2003

Service

Community Works Rhode Island - Board Secretary 2009-2011

Greater Elmwood Neighborhood Services - Board of Directors 2007-2008

Mentor/Tutor Internship Program, University of Rhode Island – Teaching Assistant 2002





DEMOCRACY PREP PUBLIC SCHOOLS

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 - I will be continually guided by the principles of a *No Excuses* school: 1) Rigorous college-prep academics; 2) More time to learn; 3) Data-driven decision-making; 4) Safe and supportive school culture; and 5) Exemplary Talent.
- II. *Fairness*
 - I will encourage debate, expressions of different opinions and listen with an open mind to others' ideas.
 - I will be fair, just and impartial in all my decisions and actions.
- III. *Trustworthiness*
 - I will make no personal promise or take private action that may compromise my performance or responsibilities.
 - I will work to ensure accountable and prudent use of DPDC resources.
 - I will keep in mind that, alone, I am not the Board and as such I will not act on behalf of the Board, nor make representations on behalf of the Board unless specifically authorized to do so.
- IV. *Honor*
 - I will tell the truth, will share my views while working for consensus, and respect the majority decisions of the Board.
 - I will not release confidential information.
- V. *Integrity*
 - I will consistently uphold all applicable laws, rules, policies, and governance procedures.
 - I will not disclose information that is confidential by law or that will needless harm DPDC if disclosed.
 - I refuse to surrender judgment to any individual interest group at the expense of the DPDC as a whole.
- VI. *Service*
 - I will diligently prepare for and attend DPDC Board meetings.
 - I will avoid personal involvement in activities the Board has delegated to the Managing Director.
 - I will focus my attention on fulfilling the Board's responsibilities of goal setting, policy making and evaluation.



DEMOCRACY PREP PUBLIC SCHOOLS

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VII. Qualifications/Personal Statement

- Please describe your qualifications to serve on the Democracy Prep DC Board:

As Senior Director For Knowledge Management at Democracy Prep Public Schools, I have deep knowledge of public charter schools and the educational environment of Washington, DC.

- Please provide a brief personal statement for why you want to serve on the Democracy Prep DC Board and the specific knowledge and experience you would bring to the Board:

I want to provide guidance to an organization that is working to increase the number of college-educated citizens in Washington, DC.

Founding Member Signature: _____

Date: _____

2/26/13

Trustee Signature: _____

Date: _____



DEMOCRACY PREP PUBLIC SCHOOLS

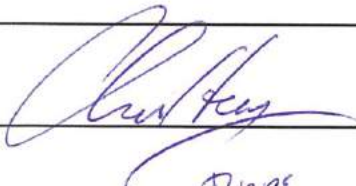
Work Hard. Go to College. Change the World!

Conflict of Interest Form

(This form must be included in the application and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

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4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes__ No
5. Have you, your spouse or any member of your family guaranteed any loans for the proposed charter school or loaned it any money? Yes__ No
6. Are or will you, your spouse, or any member of your family be employed by the proposed charter school, its ESP or other contractors? Yes__ No
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes__ No
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11. Do you currently serve as a public official? Yes__ No
12. Have you, your spouse, or any member of your family applied to establish or participated in the establishment of a charter school? Yes No__
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes__ No

Signature		Title	Sr. Dir. For Knowledge Management
Applicant Organization	DPPS	Date Submitted	2/28/13

Linda Jones Easton

[REDACTED]

[REDACTED]

[REDACTED]

Results-oriented, experienced executive/administrator responsible for internal operations, human resources, facilities and special projects. Works well independently and as part of a team. Committed to excellence and achieving goals. An effective negotiator and facilitator who relates well to a wide variety of people and diverse situations.

PROFESSIONAL EXPERIENCE:

DEMOCRACY PREP CHARTER SCHOOL, New York, NY 8/2007 to present
Director of Operations and Human Resources

- Project manager for renovation projects and moves
- Facilities Management
- Oversight of all Human Resources areas
- E-Rate funding coordinator
- Contract negotiator with external vendors
- School Safety Council representative

Relocation Management Solutions, Inc. 10/2006 to 2007
Human Resources Consultant & Recruiter

SHELTERING ARMS CHILDREN'S SERVICE, New York, NY 1986 to 2006
Assistant Executive Director, Operations and Human Resources

Responsible for day-to-day administrative operations, human resources, facilities and special projects. Responsible for introduction and implementation of new policies, negotiating contracts, and administration of one of New York City's oldest child care and early childhood education agencies.

- Project manager for several build-out and renovation projects
- Developed and implemented a procurement process that cut costs 40%
- Negotiated union contracts advancing management rights and health insurance cost containment
- Developed and implemented an employee recognition program
- Member of four person team that successfully started Harlem Day Charter School and member of Board of Directors of school
- Developed human resources workshops
- Provided human resources services for two charter schools

Positions Held:

Assistant Executive Director

Director of Operations

Assistant to the Executive Director

HARLEM DOWLING CHILDREN'S SERVICE
Assistant to the Executive Director

1983-1986

EDUCATION:

Bachelor of Science; Business Administration and Certificate in Pre Law
Caldwell College, New Jersey

Memberships:

Founding Member, Harlem Day Charter School Board of Trustees (2001 to present)

Brooklyn Charter School (2002 to 2006)

Trustee, 1707 Health and Benefit Fund (2001 to 2006)

Trustee, Immaculate Conception Elementary School (1985 to 1990)

Member, Society for Human Resource Management (2001 to present)

Member, International Foundation (2001 to 2007)



DEMOCRACY PREP PUBLIC SCHOOLS

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DEMOCRACY PREP PUBLIC SCHOOLS

Work Hard. Go to College. Change the World!

VII. Qualifications/Personal Statement

- I am a senior staff member of Democracy Prep, who has over 20 years of experience in the Human Resources field. I am eager to support the Democracy Prep Mission as we expand to D.C.*

Please provide a brief personal statement for why you want to serve on the Democracy Prep DC Board and the specific knowledge and experience you would bring to the Board.

- As an HR specialist, a member of the founding group for DPDC, and a mother and grandmother, I greatly understand the importance of a quality education from many vantage points and am eager to share the opportunities of a high performing education scholars o D.C. that Democracy Prep has to offer.*

Founding Member Signature: _____

Date: _____

02-26-2013

Trustee Signature: _____


Date: _____

Conflict of Interest Form

(This form must be included in the application
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Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
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2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
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4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		✓
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	✓	
7	Did you or your spouse provide any start-up funds to the proposed charter school?		✓
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		✓
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		✓
10	Do you currently serve as a member of the board of any public charter school?		✓
11	Do you currently serve as a public official?		✓
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	✓	
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

Signature 	Title Senior Director of Human Resources
Applicant Organization Democracy Prep Public Schools	Date Submitted 02-26-2013

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EXPERIENCE

DEMOCRACY PREP PUBLIC SCHOOLS • NEW YORK, NY • NOVEMBER 2012 – PRESENT

SENIOR DIRECTOR OF COMMUNICATIONS: Coordinate all external communications for Democracy Prep Public Schools, a network of high-performing charter schools in Harlem and Camden, NJ. Responsibilities include public relations, social media, marketing and branding. In charge of developing and maintaining the organization's brand identity; creating multiple websites and social media platforms for sister organizations; organizing external and network-wide events; producing promotional videos and slideshows; working with the media to cover stories about our schools.

ABC NEWS • NEW YORK, NY • MAY 2000 – NOVEMBER 2012

WORLD NEWS ANCHOR PRODUCER: Found, pitched, developed, reported, set up, shot, wrote and directed editing of breaking news, features and long form pieces. Traveled with the anchor of World News to cover breaking news including the 2008 Presidential Inauguration. Created an ABCNews.com component for each story that might include a text piece, a slide show, an interactive quiz, or a Q & A with an expert. Produced Person of the Week, the broadcast's signature segment.

WEBCAST SENIOR PRODUCER: Ran the daily World News Webcast, which covered breaking news, trends in technology, social media and pop culture. Duties included choosing all content, commissioning pieces, editing scripts, creating the rundown, writing the show and running the control room. Managed a staff of ten.

NEW YORK BUREAU PRODUCER: Covered breaking news and feature stories for *World News*, *GMA*, *Nightline*, *This Week* and *PrimeTime*, including the 9/11 attacks and the Israeli/Palestinian conflict.

CBS NEWS • DALLAS, TX • OCTOBER 1997 – APRIL 2000

PRODUCER: Covered 16 state region for the *CBS Evening News* and *The Early Show*. Found, developed, set up, shot and directed editing of breaking news, features and Eye on Americas.

CBS NEWS • NEW YORK, NY • MARCH 1997 – OCTOBER 1997

PRODUCER: Ran national assignment desk. Coordinated coverage of breaking news for all CBS News broadcasts, positioning personnel from 7 domestic bureaus.

WCBS-TV CHANNEL 2 NEWS • NEW YORK, NY • AUGUST 1992 – FEBRUARY 1997

PRODUCER: Covered entertainment news for CBS flagship station. Produced hard news and features including interviewing, writing and editing for daily pieces and multi-part series.

PLANNING EDITOR: Found and developed stories for general assignment reporters. Coordinated large-scale news events including annual election coverage.

DEMOCRATIC NATIONAL CONVENTION • NEW YORK, NY • JANUARY 1992 - JULY 1992

MANAGER OF MEDIA ARRANGEMENTS: Planned and set up media work space including audio/visual drops, camera positions, and telecommunications. Designed and wrote media handbooks.

THE NEW YORK TIMES • NEW LONDON, CT • 1990 - 1991

CAMPUS STRINGER: Correspondent for the Education & Campus Life sections of the Times.

AWARDS

GEORGE PEABODY AWARD • 2001, 2013

EMMY AWARD • 1997, 2013

ALFRED I. DUPONT AWARD • 2001

BODENWEIN WRITING EXCELLENCE AWARD • 1991

EDUCATION

CONNECTICUT COLLEGE • NEW LONDON, CT • B.A. CUM LAUDE MAY 1991

MAJOR: Power and Oppression Studies, self-designed interdisciplinary major

Earned distinction for academic achievement in major

MINOR: Studio Art



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VII. Qualifications/Personal Statement

- Please describe your qualifications to serve as a founding member of Democracy Prep DC:

I am the Senior Director of Communications for Democracy Prep Public Schools. It is my job to publicize Democracy Prep so we can attract great teachers, give parents a choice in education and make sure great colleges and universities know who we are so we can help our scholars get into the institution of higher learning of their choice.

- Please provide a brief personal statement for why you want to be a founding member of Democracy Prep DC and the specific knowledge and experience you would bring:

Democracy Prep's mission is to educate citizen-scholars for success in the college of their choice and to lead a life of active citizenship. Opening a school in our nation's capital is a perfect place to continue our commitment to civic education and active civic engagement.

Founding Member Signature: Allen L. Wagner Date: 8/23/13

Trustee Signature: _____ Date: _____

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Signature <i>Alvin M. Maggi</i>	Title <i>Senior Director of Communications</i>
Applicant Organization <i>Democracy Prep Public Schools</i>	Date Submitted <i>8/23/13</i>

PRINCESS V. LYLES, ESQ.

SUMMARY OF QUALIFICATIONS

Multifaceted professional with a legal background and demonstrated success in compliance, operations and engagement. Self Starter with experience in leading, managing and working on collaborative teams. Strategic thinker with a passion for increasing capacity and organizational effectiveness.

- | | | |
|----------------------|--------------------------|---------------------|
| ▪ Project Management | ▪ Writing & Editing | ▪ Capacity Building |
| ▪ Team Leadership | ▪ Curriculum Development | ▪ Vendor Management |
| ▪ Advocacy | ▪ Relationship Building | ▪ Proposal Writing |

PROFESSIONAL EXPERIENCE

DEMOCRACY PREP PUBLIC SCHOOLS/ DEMOCRACY BUILDERS, New York, NY

Senior Director, Democracy Builders

March 2013-Present

- Lead the 501(c)(4) parent advocacy organization affiliated with Democracy Prep Public Schools umbrella managing a seven member team with a portfolio consisting of student recruitment and enrollment, ongoing family engagement, government relations and parent advocacy training.
- Provide training and consulting services to other mission aligned organizations in civic engagement, parent involvement, effective parent-school relations and techniques of community organizing.
- Hosted successful 2013 Mayoral Forum moderated by Democracy Prep Charter High School seniors; Coordinated with candidate campaigns regarding candidate attendance, obtained event organizational partnerships from NAACP, NAN, New York Urban League Young Professionals, Harlem Interfaith Commission on Housing Equality and Community Board 10, prepared moderators for event and worked to ensure event space was at capacity of 400.
- Responsible for ongoing relationship building with community organizations and elected officials to assist in advancing the work of Democracy Prep Public Schools.

Director of Family & Community Engagement, Democracy Prep

February 2012-March 2013

- Cultivated strategic partnerships with mission aligned community and civic based organizations.
- Built meaningful relationships with the families of DPPS scholars and facilitate family advocacy efforts.
- Led network-wide new student recruitment and enrollment processes interacting with students, parents and school guidance personnel and strategically leading student recruitment marketing.
- Actively sought out opportunities for family civic engagement and for DPPS presence in community initiatives.

Senior Registrar, Democracy Prep

November 2011- February 2012

- Managed Registrar team in ensuring student data was maintained and reconciled.
- Ensured network schools were in compliance with necessary reporting requirements.
- Provided training for school based Operations Managers and worked closely in assisting network Director of Operations & Finance.

THE BLACK INSTITUTE, New York, NY

Executive Director

January 2011-November 2011

- Managed all daily operations and business matters including dealings with legal counsel, accountants, hiring staff etc.
- Drafted & reviewed all material contracts related to the Institute's activities.
- Successfully completed organizations registration with the New York State Charities Bureau and 501(c)(3) application.
- Cultivated relationships with donors, prospective contributors, organizational partners and elected officials.
- Developed and draft curriculum for organizations training program in community organizing and political organizing.

ONE NATION WORKING TOGETHER, New York, NY

Manager of Operations

June 2010-November 2010

- Assisted in coordinating outreach efforts for national mobilization.
- Reviewed material operational contracts and drafted project proposals.
- Participated in strategic planning and coordination regarding event turnout and logistics.

SHIPMAN & GOODWIN LLP, Hartford, CT

Associate, Corporate & Real Estate Law

September 2006- April 2009

- Conducted contract negotiations related to commercial purchase agreements and retail leases.
- Participated in closing numerous mergers & acquisitions (m&a) and commercial finance transactions.
- Restructured financing for real estate developers to avoid bank foreclosures.

- Managed teams of junior associates in preparing m&a diligence reports.
- Drafted commercial documents such as promissory notes, guaranty of payment agreements, loan modifications, demand letters and forbearance agreements.
- Advised financial institutions, corporations and closely held businesses in general corporate matters.

INTERNSHIPS & SUMMER EXPERIENCES

SHIPMAN & GOODWIN LLP, Hartford, CT, Summer 2005

- *Summer Associate*

NAACP, Baltimore, MD, Summer 2004

- *Law Fellow Internship*

INTERNATIONAL HUMAN RIGHTS EXCHANGE, Durban, South Africa, Summer 2003

- *Exchange Student*

FLEETBOSTON FINANCIAL(currently Bank of America), Hartford, CT, Summers 1999-2002

- *Inroads Intern*

EDUCATION

HOWARD UNIVERSITY SCHOOL OF LAW, J.D., 2006

SPELMAN COLLEGE, B.A., Political Science, *magna cum laude*, 2003

UNIVERSITY OF CALIFORNIA, SAN DIEGO, Domestic Exchange Student, Fall 2001

RELEVANT ACTIVITIES & INTERESTS

NY-SPELMAN COLLEGE ALUMNAE ASSOCIATION, New York, NY, Member/Vice-President, 2009-2012

METROPOLITAN LIGHTHOUSE CHARTER SCHOOL, Bronx, New York, Board Member, 2009-2011

CAREER BEGINNINGS, Hartford, CT, Mentor, 2006-2008

- Assisted high school seniors with their college application and financial aid application processes.
- Served as Career Day Panelist for junior and senior high school students.

FRED WISH TUTORIAL PROGRAM, Hartford, Connecticut, Tutor, 2006-2008

- Served as a weekly tutor to 3rd grade students at Fred Wish School through partnership between the school and Shipman & Goodwin LLP.



DEMOCRACY PREP PUBLIC SCHOOLS

Work Hard. Go to College. Change the World!

Founding and Board Member Agreement & Personal Statement Democracy Prep D.C.

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- I. *No Excuses* Focus
 - I will be continually guided by the principles of a *No Excuses* school: 1) Rigorous college-prep academics; 2) More time to learn; 3) Data-driven decision-making; 4) Safe and supportive school culture; and 5) Exemplary Talent.

- II. Fairness
 - I will encourage debate, expressions of different opinions and listen with an open mind to others' ideas.
 - I will be fair, just and impartial in all my decisions and actions.

- III. Trustworthiness
 - I will make no personal promise or take private action that may compromise my performance or responsibilities.
 - I will work to ensure accountable and prudent use of DPDC resources.
 - I will keep in mind that, alone, I am not the Board and as such I will not act on behalf of the Board, nor make representations on behalf of the Board unless specifically authorized to do so.

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 - I will tell the truth, will share my views while working for consensus, and respect the majority decisions of the Board.
 - I will not release confidential information.

- V. Integrity
 - I will consistently uphold all applicable laws, rules, policies, and governance procedures.
 - I will not disclose information that is confidential by law or that will needlessly harm DPDC if disclosed.
 - I refuse to surrender judgment to any individual interest group at the expense of the DPDC as a whole.

- VI. Service
 - I will diligently prepare for and attend DPDC Board meetings.
 - I will avoid personal involvement in activities the Board has delegated to the Managing Director.
 - I will focus my attention on fulfilling the Board's responsibilities of goal setting, policy making and evaluation.



DEMOCRACY PREP PUBLIC SCHOOLS

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VII. Qualifications/Personal Statement

As Senior Director of Family and Community engagement, I strive in my career to increase parent choice for excellent public schools. I am eager to continue to fulfill this mission with Democracy Prep for greater choice of performing seats for families and their scholars in the District of Columbia. The Family and Engagement team has overseen the successful enrollment of Democracy Prep's eight schools in Harlem and new middle school campus in Camden, New Jersey and would employ similar enrollment strategies that cater to the local D.C. community. I believe in the mission of Democracy Prep and want to support family/community advocacy and student enrollment at Democracy Prep D.C.

Founding Member Signature: *Ramona V. Lytle* Date: 8/27/13

Trustee Signature: _____ Date: _____

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you or your spouse have any contractual agreements with the proposed charter school?		<input checked="" type="checkbox"/>
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		<input checked="" type="checkbox"/>
3	Did or will you or your spouse lease or sell property to the proposed charter school?		<input checked="" type="checkbox"/>
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		<input checked="" type="checkbox"/>
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		<input checked="" type="checkbox"/>
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		<input checked="" type="checkbox"/>
7	Did you or your spouse provide any start-up funds to the proposed charter school?		<input checked="" type="checkbox"/>
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10	Do you currently serve as a member of the board of any public charter school?		<input checked="" type="checkbox"/>
11	Do you currently serve as a public official?		<input checked="" type="checkbox"/>
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		<input checked="" type="checkbox"/>
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		<input checked="" type="checkbox"/>

Signature <i>Priscilla V. Uppala</i>	Title <i>Sr. Director, Family + Com. Engagement</i>
Applicant Organization <i>Democracy Prep Public Schools</i>	Date Submitted <i>8/27/13</i>

DANIEL L. BREWER

PROFESSIONAL EXPERIENCE

Democracy Prep Public Schools (DPPS)

July 2013 to Present

Senior Director of Governance

- Responsible to ensure that DPPS and its charters follow all governance mandates.
- Responsible to create and manage a fundraising program for a network of charter schools that includes: building boards for each charter, creating working committees, researching and writing grants and cultivating major donors
- Responsible to build a board for Democracy Builders, a national advocacy group that organizes parents to fight for better school choices and educational outcomes for the children in their communities. Research foundations and write proposals.
- Responsible to build a board for CitizenshipFirst. CitizenFirst aims to become the country's most creative driver of civic-education innovation. Research foundations and write proposals.
- Responsible to build a board for Alumni Revolution, whose mission is to ensure that first-generation college scholars graduate from the college of their choice and lead a life of active citizenship. Research foundations and create LOIs and proposals.

The Speyer Legacy School • New York, NY

May 2011 to May 2013

Chief Advancement Officer

- Responsible to create and manage a fundraising program for a start-up independent school that includes: building a board, creating working committees, writing grants, cultivating major donors, creating a \$10M capital campaign, developing an annual giving program, creating marketing materials, and developing and executing on a social media strategy.
- Created Facebook, Twitter and LinkedIn pages. Created, with a Webmaster, the online giving section of the school's website. Recently attended a two-day TECHKNOW conference, sponsored by Association of Fundraising Professionals, to increase my knowledge of, and ability to use Twitter and Pinterest to market the school and increase its visibility. Organizing a team of volunteers to maximize online and social media presence.

The Children's Storefront • New York, NY

July 2006 to May 2011

Vice President, Development & Communications

- Responsible for raising school budget of \$3.8M yearly through special events, major donors, grants, direct mail, and corporate donations
- Created a Major Donor Program which raised \$1.3M per year
- Research and wrote grants which raised \$1.2M
- Leading a three-pronged Comprehensive Fundraising Campaign which includes the purchase of an additional building, helping grow the endowment and adding multi-year programming dollars. This also includes supervising consultants and working closing with outside companies for the feasibility study and assisting in major donor "asks."
- Participated, as the only-non-board member, on the Head of School Search, which included interviewing search companies and candidates. It was a 12-month search.

- Co-developed the first Urban Education Symposium in Harlem, bringing together independent, parochial, private, public and charter schools. Assisted in creating nine workshops, choosing leaders, selecting the keynote speaker and finding underwriting
- Secured underwriting to employ consultative assistance in the development of a long-range strategic plan. Lead the team that successfully designed long-term initiatives that will chart the growth of the school over the next five years. Hosted board retreat to design an implementation plan
- Secured funding for various after school program needs, including dance, music, drama and theater summer camps. Also, obtained funding for various arts groups to perform and conduct student workshops. Hosted events both to publicize and to cultivate donors in support of the maintenance of these programs
- Grew the Development Department into the Development & Communications Department Set strategy to publicize the school and hired public relations staff. The school has been featured on two Food Network television specials, has been listed in *The New York Times* and *The New York Social Diary*, and has been reported on by both *The Today Show*, *NY1* and *GMA*
- Increased the number of events from 3 to 14 per year, raising \$1.3M, including donor-building and donor-recognition receptions
- Supervise staff, volunteers and interns

July 2002 to July 2006

Director of Development

- Responsible for raising \$3.0 MM yearly
- Together with the Board of Trustees facilitated ongoing communications with long-term donors, foundations, corporations and executives. Captured over \$100,000 in lapsed funds from corporate, foundation and individual relationships
- Researched, developed and increased Major Gifts (\$5,000 and up) by working directly with Board of Trustees, including but not limited to new and established foundations.
- Developed community outreach programs to increase overall school presence in the Metropolitan area.
- Developed comprehensive ongoing PR materials and strategies
- Successfully researched and received funding from untapped corporate sources
- Increased individual donor base by 10% and developed methods of donor recognition including naming opportunities, receptions, etc.
- Oversaw the Storefront Junior Board (Storefront Partners)
- Organized and supervised all fundraising events including Spring benefit **Night for Changing Lives** which raised over \$600,000
- Developed all direct mail campaigns, which include scholarship, holiday and camp appeals
- Wrote new grants, mid-year and final grant reports and provided Board of Trustees with an on-going status report of foundation dollars
- Assisted Head of School in maximizing fundraising efforts of the Parent Development Team
- Developed and managed alumni and volunteer programs. Increased aggregate volunteer base over past 2 years.
- Investigated and successfully obtained government funding and grants

Village Care of New York • New York, NY

February 2000 to July 2002

Associate Director of Development

- Developed, Coordinated and Implemented Special Events including: the first Annual Tulips & Pansies – The Headdress Affair - a floral headdress competition featuring designers, such as DKNY, Liz Claiborne and Ron Chereskin-, Legends of the Village Awards and Dinner, World AIDS Day events, St. Patrick's events, Photo exhibits, the Ultimate Dinner Party and many

smaller events. Responsibilities included fiscal management, coordinating outside consultants (publicists, designers, printers, etc.) underwriting, benefit committee development, auction and raffle prize solicitation, volunteer recruitment and identifying and coordinating event locations

- Corporate funding outreach and communication
- Board Development and communication
- Performed special projects including cultivation events, holiday and memorial card design
- Act as Director of Development in the Director's absence

AHRC • New York, NY

January 1998 to February 2000

Assistant Foundation Director

- Planned and implemented the Golf Classic for 250 golfers, which raised over \$360,000
- Trained and supervised 30 young professionals under the Young Leadership Committee, many of which became future donors
- Coordinated two theatre benefits per year, raising \$40,000 in Theatre Fundraising Events
- Organized, coordinated and chaired the first annual Walkathon in Central Park with five non-profit organizations
- Developed special occasion and memorial cards
- Assisted foundation director with Gala Events, Direct Mail and Planned Giving
- Procured raffle prizes valued from \$50 to \$5,000 for Special Events
- Developed and maintained Board Member and Donor relations
- Identified and researched funding sources
- Developed and designed special projects

December 1992 to January 1998

Coordinator

- Recruited, Hired, trained, supervised and evaluated staff of 90 permanent employees, 40 volunteers and 15 interns
- Drew upon analytical and financial management skills to develop \$800,000 budget. Prepared statistical reports and secured funding sources
- Utilized superior writing abilities and persuasive skills to generate effective grant proposals for city and state funding in a challenging economic environment
- Composed, edited and published monthly newsletter, policy postings, procedure manuals and departmental forms
- Chaired public forums attended by city and state representatives on behalf of agency

INTERNATIONAL EXPERIENCE

Transatlantic Partners Against AIDS (TPAA) (Consultant)

June - December 2006 (a leave of absence was taken with permission from the Board of Directors from The Children's Storefront

- International fundraising. Overseeing major grants and traveling to Russia to train staff in fundraising. Met with politicians and wealthy Russian donors. Trained US fundraising staff in proposal writing, major donor research and recognition.

EDUCATION

New York University: M.A. – Health Administration

Butler University: B.A. – Speech, Theater & Journalism

SKILLS

MS Excel, MS Word, Raiser's Edge, Donor Perfect

PROFESSIONAL AFFILIATIONS

Association of Fundraising Professionals (AFP)

New York City Chapter, Former Board Member

VOLUNTEER EXPERIENCES

St. Vincent's Hospital – Bereavement Counselor


Miracle House – Family Liaison

Conflict of Interest Form

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Signature 	Title Senior Dir of Governance
Applicant Organization DPPS	Date Submitted 8.26.13



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- I will be continually guided by the principles of a *No Excuses* school: 1) Rigorous college-prep academics; 2) More time to learn; 3) Data-driven decision-making; 4) Safe and supportive school culture; and 5) Exemplary Talent.

II. Fairness

- I will encourage debate, expressions of different opinions and listen with an open mind to others' ideas.
- I will be fair, just and impartial in all my decisions and actions.

III. Trustworthiness

- I will make no personal promise or take private action that may compromise my performance or responsibilities.
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VI. Service

- I will diligently prepare for and attend DPDC Board meetings.
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VII. Qualifications/Personal Statement

I have a background working with low-income children and governance of nonprofits and education organizations. I feel my expertise could be used in the D.C. with Democracy Prep. I know that Democracy Prep does extraordinary work in the field of public charter education and want to be apart of it in the D.C. area. I know with this organization, many children's lives can be changed, and I want to help.

Founding Member Signature: _____

David Braker

Date: _____

9.3.15.

Trustee Signature: _____

Date: _____

Jonathan C. Howard

Experience

Democracy Prep Public Schools, Director of Talent

New York, New York - 2008-Present

- Design, implement, and manage the selection process used to recruit, select, and hire more than 200 employees, including 140 teachers.
- Develop and execute innovative recruitment strategy aimed at attracting high performing teachers and leaders to Democracy Prep including marketing campaigns, professional development opportunities, promotional videos, open houses, informational calls, and attending education-related events.
- Improve and systematize recruitment processes including online applications, interview question templates, candidate task development, and wooing.
- Increased the application pool from approximately 1,000 to 6,000+ over the course of three years.
- Manage three full-time recruiters.
- Manage relationships with Democracy Prep school leadership teams with regards to staffing needs.
- Provide feedback to school leadership teams on demonstration lessons and tasks for all candidates.

Teach For America, Special Education Teacher

New York, New York - 2006-2008

- Selected as one of 2,500 teachers from pool of 18,000 applicants.
- Committed two years to help close the education achievement gap in Harlem.
- Participated in a 6-week intensive training to develop the skills and knowledge to achieve significant gains in student achievement.

Democracy Prep Charter School, 6th Grade Special Education Teacher

New York, New York - 2007-2008

- Co-created Academic Collaboration Team to best serve the needs of special needs students with Individualized Education Plans and students needing extra support in reading and math.
- Co-taught Reading and Math classes and taught multiple small groups of students.
- Authored Individualized Education Plans for all 6th grade special needs students and tracked students' progress toward annual goals.
- 15 of 18 students increased overall reading level by 1.5 grade levels; 5 of 18 increased overall reading level by 2 grade levels or more.
- 12 of 18 students with at least a 70% overall average in reading and math classes. 17 of 18 students with 80% homework completion.

Choir Academy of Harlem, Middle School Special Education Teacher

New York, New York - 2006-2007

- Special Education teacher for special needs students; provided academic support in English, Social Studies, Math, and Science.
- Authored Individualized Education Plans for all middle school special needs students and tracked students' progress toward annual goals.
- 4 of 11 students increased overall reading level by 1.5 years. 5 of 11 students reached 80% mastery of grade level math objectives.

Education

University of North Carolina at Chapel Hill

Chapel Hill, North Carolina - January 2012-Present

MBA Candidate, Anticipated Graduation in December 2013

Pace University

New York, New York - 2008

Master of Science for Teachers: Childhood Education: Students with Disabilities

Arizona State University

Tempe, Arizona - 2006

Bachelor of Science in Management

Community

St. HOPE Leadership Academy Charter School, Founding Board Member

New York, New York - 2007-Present

- Serve as Board Member for 4th year charter school in Harlem. Sit on Executive, Nominating (Chair), and Partnership Committees.
- Attend monthly board meetings and vote on action items which dictate school and board policy.

Teach For America, Phone Interviewer

New York, New York - 2009

- Conducted phone interviews with 2010 Teach For America Candidates.
- Scored candidates on a rigorous rubric to evaluate suitability.

Activities

Democracy Prep Charter School Basketball Coach

New York, New York - 2007-2010

Arizona State University Varsity Basketball

Tempe, Arizona - 2000-2002



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VII. Qualifications/Personal Statement

- Please describe your qualifications to serve on the Democracy Prep DC Board:

As Director of Talent, I have deep knowledge of public charter schools and the educational environment of Washington, DC.

- Please provide a brief personal statement for why you want to serve on the Democracy Prep DC Board and the specific knowledge and experience you would bring to the Board:

I am impressed with the successful track record of Democracy Prep's schools in Harlem. I deeply believe Washington, DC students will benefit from its mission of educating responsible citizen-scholars for success in the college of their choice and a life of active citizenship.

Founding Member Signature: _____

Date: 2/28/13

Trustee Signature: _____ Date: _____



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Conflict of Interest Form

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13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes No

Signature 	Title Director of Talent Director of Talent
Applicant Organization Democracy Prep Public School	Date Submitted 2/28/13

JOE WONG

EDUCATION

NEW YORK UNIVERSITY SCHOOL OF LAW, New York, NY

Juris Doctorate, May 2013

Honors: Order of the Coif—*awarded to students in the top 10% of class based on G.P.A.*

Activities: Public Service Auction, Co-Chair of Donations Committee
Public Interest Mentor Program, Student Mentor
Research Assistant to Professor Andrew Williams

UNIVERSITY OF WISCONSIN-MADISON, Madison, WI

B.A. in English with Emphasis in Creative Writing, December 2008

Honors: Cy Howard Thesis Scholarship—*recognizing most promising Senior in Creative Writing program*

Activities: University Writing Center, Writing Fellow
Students for Equal Access to Law Schools, LSAT Tutorial Instructor

PROFESSIONAL EXPERIENCE

THE PUBLIC DEFENDER SERVICE, Washington, DC

Staff Attorney, Trial Division, Start Date: October 2013

Will represent clients in all aspects of criminal proceedings, including arraignment, pre-trial hearings, trial, and sentencing proceedings.

Law Clerk, Trial Division, June 2012 – August 2012

Drafted motions, memoranda, and sentencing letters for staff attorney. Assisted with trial preparation by interviewing clients and witnesses, drafting preliminary hearing and trial cross-examinations, and completing case review forms.

CRIMINAL AND COMMUNITY DEFENSE CLINIC, New York, NY

Student Advocate, September 2011 – May 2012

Assisted senior staff attorney at Neighborhood Defender Service of Harlem with investigation, motions writing, and trial preparation an average of 20 hours each week. Represented re-entry client in complex petition process to remove public housing exclusion against client. Conducted criminal trial simulation and simulations of proposals for criminal justice reform to media outlets, political representatives, and grant funders.

FEDERAL DEFENDER PROGRAM (N.D. GEORGIA), Atlanta, GA

Student Intern, Trial Unit, June 2011 – August 2011

Drafted and revised appellate briefs and sentencing memoranda which were submitted to the Eleventh Circuit and the Northern District Court of Georgia. Researched and wrote office memoranda concerning Fourth Amendment and sentencing guidelines jurisprudence.

SOUTH BROOKLYN LEGAL SERVICES, Brooklyn, NY

Student Advocate, Housing Division, October 2010 – March 2012

Represented clients in eviction proceedings initiated by the New York City Housing Authority. Drafted Article 78 appeal to New York Supreme Court seeking vacation of adverse administrative decision against client.

THE DOOR, New York, NY

Student Intern, Immigration Intake Clinic, January 2011 – May 2011

Conducted weekly one-on-one interviews with juvenile clients in English and Spanish to determine eligibility to petition for visas. Presented basic "Know Your Rights" trainings to large groups in English and Spanish.

ADDITIONAL INFORMATION

Conversational in Spanish. Traveled extensively, worked, and volunteered in Guatemala, Ecuador, Peru, and Argentina. Significant experience teaching English as a second language.

Conflict of Interest Form
*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you or your spouse have any contractual agreements with the proposed charter school?		<input checked="" type="checkbox"/>
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		<input checked="" type="checkbox"/>
3	Did or will you or your spouse lease or sell property to the proposed charter school?		<input checked="" type="checkbox"/>
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		<input checked="" type="checkbox"/>
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		<input checked="" type="checkbox"/>
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		<input checked="" type="checkbox"/>
7	Did you or your spouse provide any start-up funds to the proposed charter school?		<input checked="" type="checkbox"/>
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		<input checked="" type="checkbox"/>
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		<input checked="" type="checkbox"/>
10	Do you currently serve as a member of the board of any public charter school?		<input checked="" type="checkbox"/>
11	Do you currently serve as a public official?		<input checked="" type="checkbox"/>
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		<input checked="" type="checkbox"/>
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		<input checked="" type="checkbox"/>

Signature <i>Joseph Wong</i> <i>Joseph Wong</i>	Title <i>Founding Board Member</i>
Applicant Organization <i>Democracy Prep D.C.</i>	Date Submitted <i>08/30/13</i>



DEMOCRACY PREP PUBLIC SCHOOLS

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Founding and Board Member Agreement & Personal Statement Democracy Prep D.C.

As a member of the Founding Group/Board of Trustees of Democracy Prep Washington, DC ("DPDC"), consistent with my fiduciary duties, I shall continuously strive to promote the best interests of DPDC as a whole and to that end, shall adhere to the following ethical standards.

- I. *No Excuses* Focus
 - I will be continually guided by the principles of a *No Excuses* school: 1) Rigorous college-prep academics; 2) More time to learn; 3) Data-driven decision-making; 4) Safe and supportive school culture; and 5) Exemplary Talent.
- II. Fairness
 - I will encourage debate, expressions of different opinions and listen with an open mind to others' ideas.
 - I will be fair, just and impartial in all my decisions and actions.
- III. Trustworthiness
 - I will make no personal promise or take private action that may compromise my performance or responsibilities.
 - I will work to ensure accountable and prudent use of DPDC resources.
 - I will keep in mind that, alone, I am not the Board and as such I will not act on behalf of the Board, nor make representations on behalf of the Board unless specifically authorized to do so.
- IV. Honor
 - I will tell the truth, will share my views while working for consensus, and respect the majority decisions of the Board.
 - I will not release confidential information.
- V. Integrity
 - I will consistently uphold all applicable laws, rules, policies, and governance procedures.
 - I will not disclose information that is confidential by law or that will needlessly harm DPDC if disclosed.
 - I refuse to surrender judgment to any individual interest group at the expense of the DPDC as a whole.
- VI. Service
 - I will diligently prepare for and attend DPDC Board meetings.
 - I will avoid personal involvement in activities the Board has delegated to the Managing Director.
 - I will focus my attention on fulfilling the Board's responsibilities of goal setting, policy making and evaluation.



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VII. Qualifications/Personal Statement

- Please describe your qualifications to serve on the Democracy Prep DC Board:

I have experience working with organizations which foster youth development and education. Through my training at law school, I have developed the ability to work collaboratively to develop problem-solving strategies and present information to a wide range of audiences.

- Please provide a brief personal statement for why you want to serve on the Democracy Prep DC Board and the specific knowledge and experience you would bring to the Board:

I am impressed by the supportive and rigorous "no excuses" model of Democracy Prep. As a person with experience working in a field which deals with the consequences of failing to provide underserved communities with adequate resources for success, I have a deep investment in assisting organizations like Democracy Prep which seek to make a difference in the field of education for such communities.

Founding Member Signature: _____

Joseph Wong
Joseph Wong

Date: 08/30/13

Trustee Signature: _____

Date: _____

HANNAH Y. KIM

EXPERIENCES

- U.S. House of Representatives**
Communications Director, Rep. Charles B. Rangel
Chair of the Board, DCNet (Democratic Communicators Network)
Washington, D.C.
May 2010 – Current
- Remember727 Coalition**
Founder & President
Washington, D.C.
April 2008 – Current
- United States Office of Personnel Management / Department of Justice**
Voting Rights Observer
Washington, D.C.
April 2008 – Current
- International Leadership Foundation (ILF)**
Program Manager & Executive Assistant to the CEO
Washington, D.C.
March 2008 – February 2010
- National Japanese American Memorial Foundation (NJAMF)**
Consultant to the New Executive Director
Washington, D.C.
January – April 2009
- United States Peace Corps Headquarters**
Special Assistant to the Director, Office of Special Initiatives
Washington D.C.
April – October 2007
- United States Institute of Peace (USIP)**
Research Assistant to Dr. Takashi Yoshida, Jennings Randolph Fellowship Program
Washington D.C.
June – Sept. 2007
- CandyWipes**
Entrepreneur & CEO
Los Angeles, CA
2006 – 2007

EDUCATION

- Johns Hopkins University, Paul H. Nitze School of Advanced International Studies (SAIS)** **July 2010**
Graduate Certificate in International Relations
- The George Washington University, Graduate School of Political Management (GSPM)** **May 2009**
Master's in Legislative Affairs & Graduate Certificate in PACs and Political Management
- UCLA, Anderson School of Management** **February 2007**
Management Development for Entrepreneurs (MDE) Certificate Program
- Seoul National University** **February 2005**
Bachelor of Arts, English Language and Literature, *cum laude*

PUBLICATIONS

- Letter from America, The Korea Times (English Edition)** **August 2009-2011**
Bi-weekly Columnist
- BIBLATURE (ISBN 1-60034-345-7)** **May 2006**
Author
-
-



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VII. Qualifications/Personal Statement

- Please describe your qualifications to serve on the Democracy Prep DC Board:

As an active participant in the Korean American community, I have extensive contacts and knowledge of the culture and people throughout the United States, and especially in the Greater Washington Area, who can support the mission of the Democracy Prep Public Schools. I have previous experience as an activist that exposed me to the Korean press corps and various US-Korea related organizations. I also am part of the Seoul National University alumni network and maintain close relations with my alumni in South Korea.

- Please provide a brief personal statement for why you want to serve on the Democracy Prep DC Board and the specific knowledge and experience you would bring to the Board:

From the moment I learned about the Democracy Prep schools in Harlem I became the staunchest supporter and promoter. I truly believe that its success in NYC can be replicated in Washington, DC, and other parts of the country. I am eager to help Democracy Prep School achieve the same track record in the nation's capital where it can showcase its exemplary model of "educating responsible citizen-scholars for success in the college of their choice and a life of active citizenship."

To this end, I am willing to serve on the DC Board to provide any assistance -- whether it be reaching out to the Korean community, recruiting great educators, promoting the school to the DC press corps, etc;

Trustee Signature:

Date:

3/28/13



DEMOCRACY PREP PUBLIC SCHOOLS

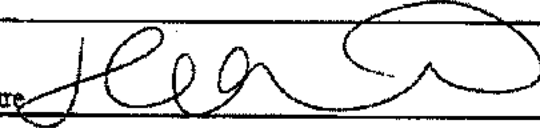
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13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes ___ No

Signature 	Title <i>Communications Director</i>
Applicant Organization <i>Rep.</i>	Date Submitted <i>3/26/13</i>

Ross C Maradian

SUMMARY

Detail oriented and knowledgeable professional with 12 years experience working in a Congressional office of a Member representing a competitive district. Strives to manage staff in an inclusive team atmosphere. Flexible yet very efficient, and able to handle multiple responsibilities simultaneously. Embraces challenge and a committed problem solver.

EDUCATION

BOSTON COLLEGE 1996 – 2000

- Bachelor of Arts – political science major, philosophy minor

SECURITY CLEARANCE

TOP SECRET March 2010 – PRESENT

EMPLOYMENT

DEPUTY CHIEF OF STAFF JUNE 2009 – JANUARY 2013
Congressman Leonard L. Boswell, Third District of Iowa

- Serve as the Congressman's senior public policy advisor and Legislative Director
- Lead political and policy contact for the DC office to organizations such as the DCCC, White House, Democratic Leadership, fundraising staff, mail firm, PACs, lobbyists, and trade associations
- Manage a team of individuals, and ensure the team works as a cohesive unit with the district office to create and implement legislative and messaging strategy
- Accompany the Congressman to political events in the DC metropolitan area

LEGISLATIVE DIRECTOR MARCH 2007 – JUNE 2009
Congressman Leonard L. Boswell, Third District of Iowa

- Served as the Congressman's senior public policy advisor and responsible for monitoring all floor action and providing vote recommendations
- Managed legislative staff and implementation of legislative agenda, including, but not limited to, advising the crafting of legislation and amendments, seeking out opportunities for legislative action, and seeking opportunities to work with other offices with common interests
- Developed appropriations strategy, as well as drafting and formulating project proposals for the following appropriations bills: Defense, State-Foreign Operations, Transportation-Housing and Urban Development, Military Construction-Veterans Affairs, Homeland Security, Financial Services-General Government
- Primary staff member for issues relating to Defense, the Federal Budget, Tax, Telecommunications, Homeland Security, Banking and Financial Services, Labor, and all issues relating to the Congressman's responsibilities on the Transportation and Infrastructure Committee
- Reviewed all constituent letters drafted by the office

LEGISLATIVE ASSISTANT

FEBRUARY 2003 – MARCH 2007

Congressman Leonard L. Boswell, Third District of Iowa

- Advised the Congressman on the following issues: the Federal Budget, Tax, Housing, Communications/Telecommunications, Law Enforcement/Judiciary, Homeland Security, Banking and Financial Services, Education, Small Business, Social Security, Workforce Development
- Drafted project proposals and monitor Science-State-Justice-Commerce Appropriations, Military Quality of Life and Veterans Affairs Appropriations, Homeland Security Appropriations, and Transportation-Treasury-Housing and Urban Development Appropriations
- Lead staff for the Congressman on the Congressional Caucus to Fight and Control Methamphetamine, and coordinate efforts with other Member's offices on issues relating to methamphetamine use, production, treatment, and prevention
- Drafted constituent mail responses in the areas of the Federal Budget and Tax policy

LEGISLATIVE CORRESPONDENT/SYSTEMS ADMINISTRATOR

JANUARY 2002 – FEBRUARY 2003

Congressman Leonard L. Boswell, Third District of Iowa

- Drafted constituent mail responses in the areas of Small Business, Housing, the Federal Budget, Tax, Social Security, Homeland Security, Communications/Telecommunications, Campaign Finance and Election Reform, Commerce and Finance, Transportation and Infrastructure, and Judiciary issues such as but not limited to abortion and gun issues
- Updated and maintained all office computers and the office computer system/network, including workstation support and technical assistance and worked with House Information Resources to redesign official website

STAFF ASSISTANT

OCTOBER 2000 – JANUARY 2002

Congressman Leonard L. Boswell, Third District of Iowa

- Drafted constituent mail responses in the areas of Campaign Finance and Election Reform, Communications/Telecommunications, and Judiciary issues
- Greeted constituents and other groups visiting the office
- Answered telephones
- Arranged tours for visiting constituents
- Arranged for flags to be flown over the Capitol for constituents
- Served as office intern coordinator



DEMOCRACY PREP PUBLIC SCHOOLS

Work Hard. Go to College. Change the World!

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DEMOCRACY PREP PUBLIC SCHOOLS

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VII. Qualifications/Personal Statement

- Please describe your qualifications to serve on the Democracy Prep DC Board:

I have a deep commitment to the American public education system and seek to support Democracy Prep in the educational environment of Washington, DC.

- Please provide a brief personal statement for why you want to serve on the Democracy Prep DC Board and the specific knowledge and experience you would bring to the Board:

I am impressed with the successful track record of Democracy Prep's schools in Harlem. I deeply believe Washington, DC students will benefit from its mission of educating responsible citizen-scholars for success in the college of their choice and a life of active citizenship.

Trustee Signature: Ross Maradian

Date: 2/28/13



DEMOCRACY PREP PUBLIC SCHOOLS

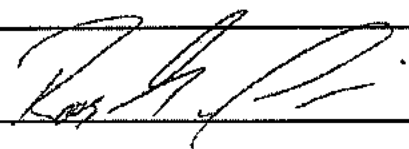
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Signature 	Title
Applicant Organization	Date Submitted <u>7/27/13</u>

Brandon Wright, PMP, ITIL

Professional Profile: Consultant with a passion for education, technology and empowering organizations

9 years of professional experience managing the development efforts for diverse clients, including the US Federal Government (DHS & HHS), the Japanese Government (JET Program), the University of Washington and Amazon.com. The necessary experience and skill set for properly aligning technology and processes with the right resources and key stakeholders to drive organizational performance. Top-tier communication, analytic and technical ability combined with a workhorse ethic. PMP & ITIL certified. A lifelong passion for social empowerment through teaching and education.

Professional Experience

Eidolon Data, LLC

Washington, DC

Senior Consultant to the Department of Health and Human Services (HHS)

June, 2013 - Present

First Client Engagement - Division of Transportation Services (TS)

June, 2013 - Present

- Lead business analyst for client programs operating under the Federal Shared Services model; pioneered business development, market research and technical upgrade efforts for TS's flagship Transit Subsidy Benefit Program Management service (*Transshare*).
- Channeled workhorse ethic to produce constant stream of value-add deliverables for client, including white papers addressing business need for a critical proprietary technology system upgrade; designed master *Transshare* sales pitch used by division director
- Organized client division's data collection efforts into a data library allowing for automated business intelligence reporting; managed and trained multiple resources to spearhead the integration project by focusing efforts on data collected for *Transshare* programs

Capgemini Government Solutions

Washington, DC

Consultant to the Department of Homeland Security (DHS)

April, 2012 - June, 2013

Second Client Engagement - Information Technology Division (ITD)

December, 2012 - June, 2013

- Process owner and knowledge manager for client IT division's facility build-outs project; monitored and developed in-house business intelligence products for senior executive management to routinely report on status of 21 facility build-out projects across the nation
 - Managed identification and validation of physical telecom circuits and inventory for sites; partnered with client's parent agency to discover multiple billing redundancies, utilized properly identified inventory to realize cost savings of \$35,000+ in monthly bills
- Managed team of analysts, developers and service desk support specialists to mine client's telecom database; established first regular reporting system to deliver process and service metrics to senior executive management; functioned as end-to-end process owner
- Discovered redundancies and poorly aligned human capital, automated routine processes, increased reporting efficiencies by 1500%+

First Client Engagement - Threat Management Division (TMD)

April, 2012 - December, 2012

- Managed project to address client's pain of inability to understand and report KPIs for the division's four core service offerings
- Led pilot business intelligence analysis project with a single core service offering; successfully gathered requirements, developed data model and established routine reporting of process metrics with in-house business intelligence products built only in MS Excel
- Authored multiple client white papers addressing business case to expand project functionality to remaining core service offerings
 - Oversaw development and implementation of in-house BI tools and reporting processes to three remaining core service offerings

Highlighted Employee of the Month (Capgemini) March, 2013

- Honored for exceptional client delivery results, management of projects, establishing successful processes and training customers; noted for obtaining PMP and ITIL certifications within first year of engagement to directly add value to client's critical-need projects

JET Alumni Association of Washington, DC (JETAADC)

Washington, DC

Board of Directors: Technology Chair

May, 2012 - Present

- IT service manager and lead information officer on the executive board of the DC-based Japanese affairs non-profit organization
- Managed team of board members to provide critical IT services, infrastructure, site design and content to increase the association's digital footprint, resulting in a re-designed website and leveraging social media to coordinate outreach activities with Japanese embassy
- Website: www.jetaadc.org

Amazon.com

Seattle, WA

Consultant: Kindle Content Quality Group (Japan)

October, 2011 – April, 2012

- Process owner for Kindle Group's Japan Content Quality Standard and author of project's Standard Operation Procedure (SOP)
 - Delivered completed SOP at the end of engagement – deliverable used at product's Japanese country launch in October, 2012
- Consulted with Kindle senior executive leadership to develop strategy for aligning Amazon technology to Japanese language demands
- Standardized auditing metrics/procedure used by 50+ Kindle Content Quality Operators across the in Seattle, Tokyo, and Chennai
- Trained and developed international team of Content Quality Operators during the executing and closing phase of the engagement
- Delivered cultural consulting to Kindle Group's senior executive management on Japanese business processes, resulting in senior management taking a relationship-building trip to Tokyo to improve business interactions with Japanese publishers and stakeholders

University of Washington

Seattle, WA

Database Development Assistant, Japanese Teaching Assistant

September, 2009 – June, 2011

- Managed admissions database and applicant queue for Jackson School of International Studies department of graduate admissions
- Developed custom SQL queries in MS Access for Director of Admissions and delivered weekly status reports on applicant status
- Managed and taught two full sections of first-year Japanese language classes, held regular office hours to assist and mentor students

Japanese Ministry of Education (JET Program)

Fukui, Japan

Assistant Language Teacher (ALT)

July 2004 – July 2008

- Developed good-will relations and taught English for Japanese Board of Education, managed grassroots internationalizations projects
- Collaborated with Red Cross to organize a volunteer project to Vietnam (FFAVN, Project XIV); spearheaded fund-raising activities in local school district to raise \$2,000+ of project donations from students, proceeds donated to Montagnard village in Central Vietnam
- Leadership: Current Technology Chair on the executive board of directors for the JET Program Alumni Association DC Chapter

Education

University of Washington – Henry M. Jackson School of International Studies

Seattle, WA

Master of Arts in International Affairs

June 2011

- Research: Impact analysis of Japanese companies' (Honda and Toyota) production alliances in Southeast Asia as drivers of innovation and regional economic transformation; international political economy, Asian financial systems, US foreign policy in Asia
- Leadership: Co-founder and current co-president of the Jackson School of International Studies Alumni Association DC Chapter

Eastern Washington University

Cheney, WA

Bachelor of Arts in Interdisciplinary Studies (Social Science & Music History), Cum Laude, National Dean's List

June 2004

Certifications, Other Interests and Skills

- Professional Certifications:
 - Project Management Professional (PMP)
 - Information Technology Infrastructure Library - Foundation (ITILF, v3)
 - Japanese Language Proficiency Test (JLPT) - Level 1 (equivalent to native-level fluency)
- Employee of the Month: Awarded by Capgemini Government Solutions in March, 2013 for outstanding client delivery results
- Memberships: JSIS AA DC Chapter (Co-founder, co-president), PMI DC Chapter, JET AA DC Chapter (Technology Chair)
- Business Intelligence Analytic Training: SAP Business Objects, Micro Strategy, Esri ArcGIS, Tableau, QlikView
- Other technical proficiency: MS Excel and MS Access Ninja; Skilled with SQL, VBA, HTML, WordPress
- Multilingual: Certified native-level fluency in Japanese, proficient in conversational Thai; passion and talent for language learning
- Musician: Classically trained singer, cellist and pianist; tenor in both EWU and UW Chamber Singers; sang professionally in Japan
- Fitness and Outdoor Enthusiast: Competitive CrossFit athlete; avid hiker, mountain biker, snowboarder and snow shoc
- LinkedIn Profile: [REDACTED]



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- VII. *Qualifications/Personal Statement*

VII. Qualifications/Personal Statement

• Please describe your qualifications to serve on the Democracy Prep DC Board:

I was raised in a culture of education; both my parents and grandparents were teachers, and I spent the first half of my career as an educator. I have more than 5 years of professional teaching experience – four years of teaching English in Japan, and one year teaching Japanese at the University of Washington while I pursued my MA.

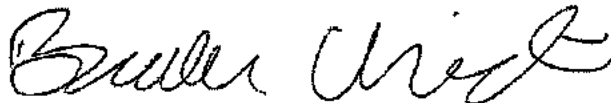
I currently work as a management consultant, staffed on a client project with the US Department of Health and Services. I am not just an educator, but also a seasoned IT professional. I bring to the table tremendous analytic skill within both qualitative and quantitative, data-driven domains. I have outstanding public speaking and polished presentation skills and I excel at building and maintaining relationships with key organizational stakeholders. These qualities boost my dynamic personality and allow me to calmly lead the people who drive critical projects to completion under the stiffest of deadlines.

I also currently sit on the board as the technology chair for the JETAA DC chapter. I manage the IT services and help align and organize board technology (website, social media etc.) to support the board's communication strategy. I am also the co-founder and co-president of my school's alumni chapter in the greater DC metro area (University of Washington – Henry M. Jackson School of International Studies).

• Please provide a brief personal statement for why you want to serve on the Democracy Prep DC Board and the specific knowledge and experience you would bring to the Board:

Education is a critical value to me and I have a strong desire to combine my skillsets as both an educator and a management consultant. I believe in supporting the mission of Democracy Prep and am excited about the opportunity to leverage my varied skill set in a focused way. I want to help guide an organization with a noble goal such as increasing the number of college-educated citizens across the nation. Moreover, I have been impressed with Democracy Prep's track-record in Harlem, and I see an expansion into DC as a logical and exciting next step. I sincerely want to play a role in increasing the quality of the educational culture, and thus the social opportunity, in Washington, DC. I believe that there is no better location to focus the efforts of an organization with the mission of educating children for the end-game result of college graduation and achieving an empowered life of active citizenship.

Brandon Wright



9/3/2013

Conflict of Interest Form
*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you or your spouse have any contractual agreements with the proposed charter school?		X
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		X
3	Did or will you or your spouse lease or sell property to the proposed charter school?		X
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		X
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		X
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		X
7	Did you or your spouse provide any start-up funds to the proposed charter school?		X
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		X
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		X
10	Do you currently serve as a member of the board of any public charter school?		X
11	Do you currently serve as a public official?		X
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		X
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		X

Signature <i>Bronson Urdahl</i>	Title Senior Consultant
Applicant Organization <i>Penney Prep</i>	Date Submitted <i>9/3/15</i>

G. CONFLICT OF INTEREST

Conflict of Interest Forms for all founding and Board of Trustee members are included in Section F.

H. DEMOGRAPHIC ANALYSIS

Name of Proposed School: Democracy Prep DC Charter School (DPDC)

Proposed Location:

The location of DPDC is to be determined, but we will focus on Wards 7 and 8, specifically on the following clusters: Congress Heights (39), Deanwood (31), Douglas (38), Capitol View (33), Twining (34), and Woodland (36)

Projected Age Range and Number of Students Expected to Enroll:

	Pre-K	K	1	2	3	4	Total
Year 1	150	100	0	0	0	0	250
Year 2	150	100	100	0	0	0	350
Year 3	150	100	100	100	0	0	450
Year 4	150	100	100	100	100	0	550
Year 5	150	100	100	100	100	100	650

DPDC will open in 2014-15 with 75 students in Pre-K 3, 75 students in Pre-K 4, and four cohorts of 25 students each in Kindergarten. The school will grow by one grade level each year. In its fifth year of operation, DPDC will educate 650 students in grades Pre-K through 4.

Anticipated Student Demographics:

	Ethnicity		Race				Students with Disabilities				English Language Learners	Economically Disadvantaged
	Hispanic	Not Hispanic	B	W	A	Other	1	2	3	4		
Year 1	20%	80%	79%	1%	1%	19%	10%	5%	4%	1%	3%	88%
Year 2	20%	80%	79%	1%	1%	19%	10%	5%	4%	1%	3%	88%
Year 3	20%	80%	79%	1%	1%	19%	10%	5%	4%	1%	3%	88%
Year 4	20%	80%	79%	1%	1%	19%	10%	5%	4%	1%	3%	88%
Year 5	20%	80%	79%	1%	1%	19%	10%	5%	4%	1%	3%	88%

Similar Schools Profile

Please provide the following information for schools that serve **the same age/grades** as you propose and are located in the same location where you propose to establish your charter school, target the same students you choose to target, and/or offer a similar mission or educational program:

SCHOOL NAME- BY SURVEY YEAR (SCHOOL)	CAPACITY (2010)	ACTUAL ENROLLMENT 2011-12 (SCHOOL)	TYPE	PERCENT FREE & REDUCED LUNCH	DCCAS 12-13 READING	DCCAS 12-13 MATH	LOW GRADE (SCHOOL)	HIGH GRADE (SCHOOL)
AITON ES	480	297	DCPS	97%	18.8%	13.0%	PK	5th Grade
BRIGHTWOOD ES	550	554	DCPS	89%	42.4%	47.7%	PK	8th Grade
BROOKLAND AT BUNKER HILL ES	330	347	DCPS	99%	38.2%	36.3%	PK	8th Grade
BROWNE EC	830	420	DCPS	90%	26.4%	37.6%	PK	8th Grade
BURROUGHS EC	470	335	DCPS	82%	46.8%	56.7%	PK	8th Grade
C W HARRIS ES	460	203	DCPS	97%	28.4%	31.3%	PK	5th Grade
CENTER CITY CONGRESS HEIGHTS CAMPUS PCS		199	Public Charter	91%	47.9%	47.9%	PK	8th Grade
COMMUNITY ACADEMY AMOS III AMSTRONG		499	Public Charter	81%	26.4%	25.3%	PK	8th Grade
DREW ES	440	191	DCPS	98%	16.0%	12.0%	PK	5th Grade
GARFIELD ES	450	249	DCPS	99%	15.6%	25.0%	PK	5th Grade
HOWARD ROAD ACADEMY PCS MAIN CAMPUS		536	Public Charter	84%	26.7%	31.2%	PK	6th Grade
IMAGINE SOUTHEAST PCS		489	Public Charter	84%	25.6%	32.4%	PK	5th Grade
KELLY MILLER MS	600	375	DCPS	99%	37.5%	52.9%	6th Grade	8th Grade
KRAMER MS	660	269	DCPS	99%	23.1%	31.5%	6th Grade	8th Grade
LASALLE BACKUS EC	410	300	DCPS	94%	34.6%	30.9%	PK	8th Grade
MALCOLM X ES	570	237	DCPS	99%	35.0%	31.7%	PK	5th Grade
MOTEN ES AT WILKINSON	620	363	DCPS	99%	14.5%	12.8%	PK	5th Grade
NALLE ES	460	327	DCPS	99%	39.1%	56.4%	PK	5th Grade
NOYES ES	360	412	DCPS	85%	29.8%	29.8%	PK	8th Grade
PATTERSON ES	370	370	DCPS	92%	15.0%	24.0%	PK	6th Grade
SAVOY ES	450	367	DCPS	99%	26.6%	21.5%	PK	5th Grade
SIMON ES	550	293	DCPS	90%	39.6%	36.3%	PK	6th Grade
STANTON ES	550	386	DCPS	91%	19.9%	42.4%	PK	5th Grade
WHEATLEY EC	530	460	DCPS	83%	31.0%	37.2%	PK	8th Grade

I. REQUIRED DOCUMENTS

- A. Audits
- B. Bylaws
- C. Charter School Individual Board Member Agreement
- D. Charter School Board of Trustees Job Description
- E. Code of Ethics
- F. Student & Family Handbook (Discipline Policy)
- G. Management Agreement
- H. Organization Charts
- I. Verification of incorporation / EIN Number / Registered Agent Consent Form

DEMOCRACY BUILDERS
(A NOT-FOR-PROFIT CORPORATION)

FINANCIAL STATEMENTS

JUNE 30, 2010 AND 2009

DEMOCRACY BUILDERS
(A NOT-FOR-PROFIT CORPORATION)
FINANCIAL STATEMENTS
JUNE 30, 2010 AND 2009

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NEW YORK, NEW YORK 10019

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INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES
DEMOCRACY BUILDERS

We have audited the accompanying statements of financial position of Democracy Builders (A Not-For-Profit Corporation) as of June 30, 2010 and 2009, and the related statements of activities, and cash flows for the years then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior period summarized comparative information has been derived from the Organization's 2009 financial statements and, in our report dated April 21, 2010, we expressed an unqualified opinion on those financial statements.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Organization as of June 30, 2010 and 2009, and the changes in its net assets and cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
February 1, 2011

DEMOCRACY BUILDERS
(A NOT-FOR-PROFIT CORPORATION)
STATEMENTS OF FINANCIAL POSITION
JUNE 30,

	2010	2009
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 150,847	\$ 127,646
Investment in marketable securities	34,025	23,400
Prepaid expenses	40,076	-
Due from related parties	146,241	-
Total current assets	371,189	151,046
Property and equipment, net of accumulated depreciation of \$60 and \$-0-, respectively	1,740	-
Security deposit	-	300,000
TOTAL ASSETS	\$ 372,929	\$ 451,046
 LIABILITIES AND UNRESTRICTED NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	\$ 10,454	\$ 6,585
Due to related party	22,591	268
Total current liabilities	33,045	6,853
Unrestricted net assets	339,884	444,193
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	\$ 372,929	\$ 451,046

The accompanying notes are an integral part of the financial statements.

DEMOCRACY BUILDERS
(A NOT-FOR-PROFIT CORPORATION)
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30,

	<u>2010</u>	<u>2009</u>
Revenue and support:		
Management fees	\$ 132,860	\$ -
Consulting fees	-	68,600
Advocacy grants	49,557	-
Contributions and grants	45,300	59,695
Donated services	198,839	50,000
Investment income, net	<u>10,638</u>	<u>12,614</u>
Total revenue and support	<u>437,194</u>	<u>190,909</u>
Expenses:		
Program services	515,310	6,061
Management and general	25,302	7,607
Fundraising	<u>891</u>	<u>750</u>
Total expenses	<u>541,503</u>	<u>70,598</u>
Changes in net assets	(104,309)	120,311
Unrestricted net assets - beginning of year	<u>444,193</u>	<u>323,882</u>
Unrestricted net assets - end of year	<u>\$ 339,884</u>	<u>\$ 444,193</u>

The accompanying notes are an integral part of the financial statements.

DEMOCRACY BUILDERS
(A NOT-FOR-PROFIT CORPORATION)
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30,

	<u>2010</u>	<u>2009</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Changes in unrestricted net assets	\$ (104,309)	\$ 120,311
Adjustments to reconcile changes in unrestricted net assets to net cash provided by operating activities:		
Depreciation	60	-
Unrealized gain on investment in marketable securities	(10,625)	(12,600)
Changes in certain assets and liabilities:		
Decrease in accounts receivable	-	500
(Increase) Decrease in due (to) from related parties	(123,918)	268
(Increase) in prepaid expenses	(40,076)	-
Decrease in security deposits	300,000	-
Increase in accounts payable and accrued expenses	<u>3,869</u>	<u>749</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>25,001</u>	<u>109,228</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	(1,800)	-
Contributed marketable securities	<u>-</u>	<u>(10,800)</u>
NET CASH (USED IN) INVESTING ACTIVITIES	(1,800)	(10,800)
NET INCREASE IN CASH AND CASH EQUIVALENTS	23,201	98,428
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	<u>127,646</u>	<u>29,218</u>
CASH AND CASH EQUIVALENTS - END OF YEAR	<u>\$ 150,847</u>	<u>\$ 127,646</u>

The accompanying notes are an integral part of the financial statements.

DEMOCRACY BUILDERS
(A NOT-FOR-PROFIT CORPORATION)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010 AND 2009

NOTE 1 - NATURE OF ACTIVITIES AND SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

Democracy Builders (the "Organization") was incorporated under the laws of the State of New York on August 25, 2005. The Organization is a non-profit organization exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code and a similar provision under New York State income tax laws. In addition, the Organization qualifies for the charitable contribution deduction under Section 170(b)(1)(a) and has been classified as an Organization that is not a private foundation under Section 509(a)(1).

The Organization was established to generate funding for programmatic support of affiliated charter schools (the "Schools"). The Schools consist of Democracy Prep Charter School ("DPCS") which opened in August 2006, Democracy Prep Blackstone Valley ("DPBV") which opened in August 2009, and Democracy Prep Harlem Charter School ("DPHCS") which opened in August 2010.

Basis of Presentation

The financial statement presentation follows the requirements of the Financial Accounting Standards Board ("FASB") in its Accounting Standards Codification ("ASC") No. 958-205 which provides guidance for the classification of net assets. The amounts for each of the three classes of net assets are based on the existence or absence of donor-imposed restrictions described as follows:

Unrestricted

Net assets of the Organization whose use has not been restricted by an outside donor or by law. They are available for any use in carrying out the operations of the Organization.

Temporarily Restricted

Net assets of the Organization whose use has been limited by donor-imposed stipulations that either expire with the passage of time or can be fulfilled and removed by actions of the Organization.

Permanently Restricted

Net assets of the Organization whose use has been permanently limited by donor-imposed restrictions. Such assets include contributions required to be invested in perpetuity, the income from which is available to support organizational purposes designated by the donors.

At June 30, 2010 and 2009, the Organization has no temporarily or permanently restricted net assets.

DEMOCRACY BUILDERS
(A NOT-FOR-PROFIT CORPORATION)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010 AND 2009

NOTE 1 - NATURE OF ACTIVITIES AND SIGNIFICANT ACCOUNTING POLICIES
(Continued)

Revenue and Support

Contributions are recognized when the donor makes a Promise to Give to the Organization that is, in substance, unconditional. Grants and other contributions of cash are reported as temporarily restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the Organization current years activities are recorded as unrestricted revenue. Contributions of assets other than cash are recorded at their estimated fair value.

Concentration of Credit Risk

Financial instruments which potentially subject the Organization to concentrations of credit risk are cash and cash equivalents. The Organization places its cash and cash equivalents on deposit in what it believes to be highly credited financial institutions. Cash balances did not exceed the FDIC insured levels of \$250,000 per institution at any time during the year. The Organization believes that there is little risk in any losses and has not experienced any losses in such accounts.

Cash and Cash Equivalents

For purpose of the statement of cash flows, the Organization considers all highly liquid investments with an initial maturity of three months or less to be cash equivalents.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Property and Equipment

Purchased property and equipment are stated at cost. Maintenance and repairs are expensed as incurred. Depreciation is provided on the straight line method over the estimated economic useful lives of these assets as follows:

Equipment	5 years
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Reclassifications

Certain 2009 accounts have been reclassified to the 2010 Financial Statements presentation. The reclassification has no effect on 2010 total assets, liabilities, net assets, and change in net assets.

DEMOCRACY BUILDERS
(A NOT-FOR-PROFIT CORPORATION)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010 AND 2009

NOTE 1 - NATURE OF ACTIVITIES AND SIGNIFICANT ACCOUNTING POLICIES
(Continued)

Subsequent Events

In preparing these financial statements, the Organization has evaluated events and transactions for potential recognition or disclosure through February 3, 2011, the date the financial statements were available to be issued.

Functional Expense Allocation

Directly identifiable expenses are charged to programs and supporting services. Expenses related to more than one function are charged to programs and supporting services on the basis of periodic time and expense studies. Fundraising, general and administrative expense includes those expenses that are not directly identifiable with any other specific function, but provide for the overall support and direction of the Organization.

Recent Accounting Pronouncements

In June 2009, the FASB issued FASB ASC 105, Generally Accepted Accounting Principles, which establishes the FASB Accounting Standards Codification as the sole source of authoritative generally accepted accounting principles. Pursuant to the provisions of FASB ASC 105, the Organization has updated references to GAAP in its financial statements issued for the year ending June 30, 2010. The adoption of FASB ASC 105 did not impact the Organization's financial position or results of operations.

The Organization adopted the provisions of ASC 740, Income Taxes, as of July 1, 2009. This standard clarifies the accounting for uncertainty in income taxes recognized in an organization's financial statements and prescribes a recognition threshold and measurement standard for the financial statement recognition and measurement of income tax position taken or expected to be taken in a tax return. The Organization has reviewed its tax positions for open tax years and has concluded that the adoption of this standard did not have an impact on the financial statements of the Organization.

NOTE 2 - FAIR VALUE MEASUREMENTS

FASB ASC 820-10, *Fair Value Measurements*, establishes a framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurements) and the lowest priority to unobservable inputs (level 3 measurements). The three levels of the fair value hierarchy under FASB ASC 820-10 are described as follows:

- Level 1 – Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the plan has the ability to access.

DEMOCRACY BUILDERS
(A NOT-FOR-PROFIT CORPORATION)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010 AND 2009

NOTE 2 - FAIR VALUE MEASUREMENTS (Continued)

- Level 2 – Inputs other than quoted prices included in level 1 that are observable for the asset or liability, either directly or indirectly including inputs in markets that are not considered to be active.
- Level 3 – Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in the methodologies used at June 30, 2010 and 2009.

Equity securities: Valued at the closing price reported on the securities market on which the investment is traded.

The preceding methods may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, although the Organization believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

Investment in marketable securities held by the Organization at June 30, 2010 and 2009 are summarized as follows:

<u>Description</u>	<u>Market</u>	<u>Cost</u>
<u>Level 1</u>		
Equities at June 30, 2010	<u>\$ 23,400</u>	<u>\$ 10,800</u>
Equities at June 30, 2009	<u>\$ 34,025</u>	<u>\$ 10,800</u>

Investment income at June 30, 2010 and 2009 consisted of:

	<u>2010</u>	<u>2009</u>
Interest	\$ 13	\$ 14
Unrealized gain	<u>10,625</u>	<u>12,600</u>
Net investment income	<u>\$ 10,638</u>	<u>\$ 12,614</u>

DEMOCRACY BUILDERS
(A NOT-FOR-PROFIT CORPORATION)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010 AND 2009

NOTE 3 - PROPERTY AND EQUIPMENT

Property and equipment consists of the following at June 30,:

	2010	2009
Equipment	\$ 1,800	\$ -
Less: Accumulated depreciation	60	-
	\$ 1,740	\$ -

Depreciation expense was \$60 and \$0- for the years ended June 30, 2010 and 2009, respectively.

NOTE 4 - RELATED PARTY TRANSACTIONS

The Organization is affiliated with three charter schools. Pursuant to the terms of an agreement by and between the Organization and DPBV, dated October 23, 2009, the Organization provided educational management and operational services to the charter school. As compensation to the Organization for these services rendered, DPBV shall pay the Organization a fee equal to 10% of total revenue. For the year ended June 30, 2010, the Organization recognized management fee revenue of \$132,860 from DPBV. For the year ending June 30, 2011, the relationship between DPBV and the Organization will no longer exist.

For the year ended June 30, 2009, the Organization recognized consulting fee revenue of \$68,600 from DPCS.

Balance due from the affiliated charter schools amounted to \$146,241 at June 30, 2010. The balance due consisted of management fee receivable of \$132,860 and expenses paid on behalf of the affiliated charter schools of \$13,381 as summarized below:

	Total	Management fee revenue	Expenses paid on behalf of schools
DPCS	\$ 8,381	\$ -	\$ 8,381
DPBV	132,860	132,860	-
DPHCS	5,000	-	5,000
	\$ 146,241	\$ 132,860	\$ 13,381

Balance due to DPCS amounted to \$22,591 and \$268 at June 30, 2010 and 2009, respectively. The balance due consisted of expenses paid by DPCS on behalf of the Organization.

DEMOCRACY BUILDERS
(A NOT-FOR-PROFIT CORPORATION)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010 AND 2009

NOTE 4 - RELATED PARTY TRANSACTIONS (Continued)

For the year ended June 30, 2008, the Organization supported DPCS through research and development efforts of new School facilities and provided a security deposit of \$300,000 under a sublease agreement on behalf of the School. This security deposit was repaid by DPCS during the year ended June 30, 2010.

NOTE 5 - DONATED SERVICES

Donated services are recognized as contributions in accordance with FASB ASC 605, "Accounts for Contributions Received and Contributions Made," if the services (a) create or enhance non-financial assets or (b) require specialized skills, are performed by people with those skills, and would otherwise be purchased by the Organization.

One entity provided legal services to the Organization at no charge. The value of these services meets the criteria for recognition in the financial statements and was recorded at fair value of \$198,839 and \$-0- for the years ended June 30, 2010 and 2009, respectively. In addition, \$-0- and \$50,000 of strategic management consulting services was donated to the Organization during the years ended June 30, 2010 and 2009, respectively.

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INDEPENDENT AUDITORS' REPORT
ON ADDITIONAL INFORMATION

TO THE BOARD OF DIRECTORS
DEMOCRACY BUILDERS

Our report on our audits of the basic financial statements of Democracy Builders for June 30, 2010 and 2009, appears on Page 1. We conducted our audits in accordance with auditing standards generally accepted in the United States of America for the purpose of forming an opinion on the basic financial statements taken as a whole. The schedule of functional expenses is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audits of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements as a whole.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
February 1, 2011

DEMOCRACY BUILDERS
(A Not-For-Profit Corporation)
SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30,

	2010				2009
	Program	Management and General	Fundraising	Total	
Salaries and benefits	\$ 232,032	\$ -	\$ -	\$ 232,032	\$ -
Legal fees	198,839	-	-	198,839	-
Audit fees	-	5,000	-	5,000	5,000
Other professional services	-	2,850	891	3,741	55,262
Staff development	232	-	-	232	2,252
Staff recruitment and marketing	20,217	-	-	20,217	3,000
Parent advocacy	23,000	-	-	23,000	-
Educational supplies and materials	2,145	3,582	-	5,727	-
Printing and copying	-	-	-	-	1,922
Automobile	-	8,222	-	8,222	-
Insurance	-	1,308	-	1,308	-
Travel and entertainment	38,819	-	-	38,819	1,932
Information technology	-	3,417	-	3,417	-
Depreciation	-	60	-	60	-
Miscellaneous	26	863	-	889	1,230
Total	\$ 515,310	\$ 25,302	\$ 891	\$ 541,503	\$ 70,598

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except black lung benefit trust or private foundation)

The organization may have to use a copy of this return to satisfy state reporting requirements.

2010

Open to Public Inspection

A For the 2010 calendar year, or tax year beginning **JUL 1, 2010** and ending **JUN 30, 2011**

B Check if applicable: <input type="checkbox"/> Address change <input checked="" type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization DEMOCRACY PREP PUBLIC SCHOOLS (F/K/A DEMOCRACY BUILDERS)		D Employer identification number 20-2629354
	Doing Business As		E Telephone number (212) 281-1248
	Number and street (or P.O. box if mail is not delivered to street address)	Room/suite	G Gross receipts \$ 2,086,050.
	207 WEST 133RD STREET	202	H(a) Is this a group return for affiliates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all affiliates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions)
City or town, state or country, and ZIP + 4 NEW YORK, NY 10030		H(c) Group exemption number ▶	
F Name and address of principal officer: SETH ANDREW 207 WEST 133TH STREET, SUITE 202, NEW YORK,			
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527			
J Website: ▶ WWW.DEMOCRACYPREP.ORG			
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		L Year of formation: 2005 M State of legal domicile: NY	

Part I Summary

Activities & Governance	1 Briefly describe the organization's mission or most significant activities: THE ORGANIZATION PROVIDES CHARTER SCHOOLS WITH MANAGEMENT SERVICES.		
	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3 Number of voting members of the governing body (Part VI, line 1a)	3	6
	4 Number of independent voting members of the governing body (Part VI, line 1b)	4	6
	5 Total number of individuals employed in calendar year 2010 (Part V, line 2a)	5	17
	6 Total number of volunteers (estimate if necessary)	6	0
	7a Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b Net unrelated business taxable income from Form 990-T, line 34	7b	0.	
Revenue	8 Contributions and grants (Part VIII, line 1h)	Prior Year	Current Year
	9 Program service revenue (Part VIII, line 2g)	94,857.	291,516.
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	132,860.	1,766,857.
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	10,638.	21,469.
	12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	198,839.	218.
		437,194.	2,080,060.
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
	14 Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	232,032.	1,392,282.
	16a Professional fundraising fees (Part IX, column (A), line 11e)	891.	0.
	b Total fundraising expenses (Part IX, column (D), line 25) ▶ 2,405.		
	17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24f)	308,580.	480,992.
18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	541,503.	1,873,274.	
19 Revenue less expenses. Subtract line 18 from line 12	<104,309.>	206,786.	
Net Assets or Fund Balances	20 Total assets (Part X, line 16)	Beginning of Current Year	End of Year
	21 Total liabilities (Part X, line 26)	372,929.	889,707.
	22 Net assets or fund balances. Subtract line 21 from line 20	33,045.	344,707.
	339,884.	545,000.	

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer	Date			
	SETH ANDREW, SUPERINTENDENT Type or print name and title				
Paid Preparer Use Only	Print/Type preparer's name GUS SALIBA	Preparer's signature GUS SALIBA	Date 05/14/12	Check <input type="checkbox"/> if self-employed	PTIN
	Firm's name ▶ FRUCHTER ROSEN & COMPANY, P.C.	Firm's EIN ▶	Phone no. (212) 957-3600		
	Firm's address ▶ 156 WEST 56TH STREET, SUITE 1804 NEW YORK, NY 10019				

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response to any question in this Part III

1 Briefly describe the organization's mission:
THE ORGANIZATION MANAGES AND OPERATES HIGH-PERFORMING CHARTER SCHOOLS.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? Yes No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? Yes No
If "Yes," describe these changes on Schedule O.

4 Describe the exempt purpose achievements for each of the organization's three largest program services by expenses. Section 501(c)(3) and 501(c)(4) organizations and section 4947(a)(1) trusts are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

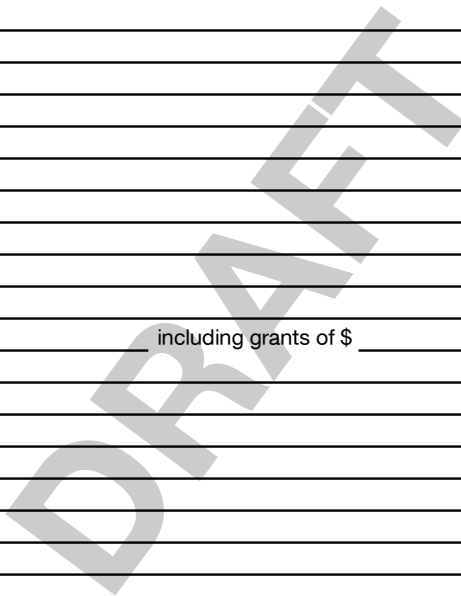
4a (Code: _____) (Expenses \$ 1,684,185. including grants of \$ _____) (Revenue \$ 1,766,857.)
CHARTER SCHOOL MANAGEMENT SERVICES TO THREE CHARTER SCHOOLS.

4b (Code: _____) (Expenses \$ _____ including grants of \$ _____) (Revenue \$ _____)

4c (Code: _____) (Expenses \$ _____ including grants of \$ _____) (Revenue \$ _____)

4d Other program services. (Describe in Schedule O.)
(Expenses \$ _____ including grants of \$ _____) (Revenue \$ _____)

4e Total program service expenses **▶ 1,684,185.**



DEMOCRACY PREP PUBLIC SCHOOLS
(F / K / A DEMOCRACY BUILDERS)

Form 990 (2010)

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Part IV Checklist of Required Schedules

		Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2	Is the organization required to complete Schedule B, Schedule of Contributors?	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4	Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts where donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9	Did the organization report an amount in Part X, line 21; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10	Did the organization, directly or through a related organization, hold assets in term, permanent, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	X	
b	Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c	Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d	Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>		X
e	Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>		X
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI, XII, and XIII</i>	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI, XII, and XIII is optional</i>		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>		X
14a	Did the organization maintain an office, employees, or agents outside of the United States?		X
b	Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, and program service activities outside the United States? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or assistance to any organization or entity located outside the United States? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or assistance to individuals located outside the United States? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17	Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>		X
18	Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		X
19	Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X
20a	Did the organization operate one or more hospitals? <i>If "Yes," complete Schedule H</i>		X
b	If "Yes" to line 20a, did the organization attach its audited financial statements to this return? Note. Some Form 990 filers that operate one or more hospitals must attach audited financial statements (see instructions)		

Form 990 (2010)

DEMOCRACY PREP PUBLIC SCHOOLS
(F / K / A DEMOCRACY BUILDERS)

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Part IV Checklist of Required Schedules (continued)

	Yes	No
21 Did the organization report more than \$5,000 of grants and other assistance to governments and organizations in the United States on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		X
22 Did the organization report more than \$5,000 of grants and other assistance to individuals in the United States on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>		X
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25</i>		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3) and 501(c)(4) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		X
26 Was a loan to or by a current or former officer, director, trustee, key employee, highly compensated employee, or disqualified person outstanding as of the end of the organization's tax year? <i>If "Yes," complete Schedule L, Part II</i>		X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor, or a grant selection committee member, or to a person related to such an individual? <i>If "Yes," complete Schedule L, Part III</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Parts II, III, IV, and V, line 1</i>		X
35 Is any related organization a controlled entity within the meaning of section 512(b)(13)?		X
a Did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11 and 19? Note. All Form 990 filers are required to complete Schedule O	X	

Form 990 (2010)

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response to any question in this Part V

		Yes	No
1a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable		
1b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable		
1c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	X	
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return		
2b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? Note. If the sum of lines 1a and 2a is greater than 250, you may be required to e-file. (see instructions)	X	
3a	Did the organization have unrelated business gross income of \$1,000 or more during the year?		X
3b	If "Yes," has it filed a Form 990-T for this year? If "No," provide an explanation in Schedule O		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		X
4b	If "Yes," enter the name of the foreign country: See instructions for filing requirements for Form TD F 90-22.1, Report of Foreign Bank and Financial Accounts.		
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		X
5b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		X
5c	If "Yes," to line 5a or 5b, did the organization file Form 8886-T?		
6a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible?		X
6b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		
7	Organizations that may receive deductible contributions under section 170(c).		
7a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?		X
7b	If "Yes," did the organization notify the donor of the value of the goods or services provided?		
7c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		X
7d	If "Yes," indicate the number of Forms 8282 filed during the year		
7e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		X
7f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		X
7g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		
7h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		
8	Sponsoring organizations maintaining donor advised funds and section 509(a)(3) supporting organizations. Did the supporting organization, or a donor advised fund maintained by a sponsoring organization, have excess business holdings at any time during the year?		
9	Sponsoring organizations maintaining donor advised funds.		
9a	Did the organization make any taxable distributions under section 4966?		
9b	Did the organization make a distribution to a donor, donor advisor, or related person?		
10	Section 501(c)(7) organizations. Enter:		
10a	Initiation fees and capital contributions included on Part VIII, line 12		
10b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities		
11	Section 501(c)(12) organizations. Enter:		
11a	Gross income from members or shareholders		
11b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)		
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?		
12b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year		
13	Section 501(c)(29) qualified nonprofit health insurance issuers.		
13a	Is the organization licensed to issue qualified health plans in more than one state? Note. See the instructions for additional information the organization must report on Schedule O.		
13b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans		
13c	Enter the amount of reserves on hand		
14a	Did the organization receive any payments for indoor tanning services during the tax year?		X
14b	If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O		

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response to any question in this Part VI

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year		
1a			6
b	Enter the number of voting members included in line 1a, above, who are independent		
1b			6
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors or trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Does the organization have members or stockholders?		X
7a	Does the organization have members, stockholders, or other persons who may elect one or more members of the governing body?		X
7b	Are any decisions of the governing body subject to approval by members, stockholders, or other persons?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
a	The governing body?	X	
8a			
b	Each committee with authority to act on behalf of the governing body?	X	
8b			
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10a	Does the organization have local chapters, branches, or affiliates?		X
b	If "Yes," does the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with those of the organization?		
10b			
11a	Has the organization provided a copy of this Form 990 to all members of its governing body before filing the form?	X	
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.		
11a			
12a	Does the organization have a written conflict of interest policy? If "No," go to line 13	X	
b	Are officers, directors or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
12b			
c	Does the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this is done	X	
12c			
13	Does the organization have a written whistleblower policy?	X	
14	Does the organization have a written document retention and destruction policy?	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
a	The organization's CEO, Executive Director, or top management official	X	
15a			
b	Other officers or key employees of the organization	X	
15b			
	If "Yes" to line 15a or 15b, describe the process in Schedule O. (See instructions.)		
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
b	If "Yes," has the organization adopted a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and taken steps to safeguard the organization's exempt status with respect to such arrangements?		
16b			

Section C. Disclosure

- 17 List the states with which a copy of this Form 990 is required to be filed **NY**
- 18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (501(c)(3)s only) available for public inspection. Indicate how you make these available. Check all that apply.
 Own website Another's website Upon request
- 19 Describe in Schedule O whether (and if so, how), the organization makes its governing documents, conflict of interest policy, and financial statements available to the public.
- 20 State the name, physical address, and telephone number of the person who possesses the books and records of the organization: **MELANIE HOK - (212) 281-1248**
207 WEST 133RD STREET, SUITE 202, NEW YORK, NY 10030

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response to any question in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (describe hours for related organizations in Schedule O)	(C) Position (check all that apply)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
RYAN OFFUTT CHAIR	5.00	X		X				0.	0.	0.
CARLOS LEJNIEKS VICE-CHAIR	5.00	X		X				0.	0.	0.
PALLAVI VERMA TREASURER	5.00	X		X				0.	0.	0.
JUSTIN LONG DIRECTOR	5.00	X						0.	0.	0.
CHRIS KRAUS DIRECTOR	5.00	X						0.	0.	0.
JERI POWELL DIRECTOR	5.00	X						0.	0.	0.
SETH ANDREW SUPERINTENDENT	40.00			X				63,387.	0.	12,290.
KATHRYN STANTON CHIEF OF STAFF	40.00			X				51,471.	0.	8,268.

DEMOCRACY PREP PUBLIC SCHOOLS
(F / K / A DEMOCRACY BUILDERS)

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (describe hours for related organizations in Schedule O)	(C) Position (check all that apply)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b Sub-total							114,858.	0.	20,558.	
c Total from continuation sheets to Part VII, Section A							0.	0.	0.	
d Total (add lines 1b and 1c)							114,858.	0.	20,558.	

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 in reportable compensation from the organization **0**

	Yes	No
3 Did the organization list any former officer, director or trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual</i>		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If "Yes," complete Schedule J for such individual</i>		X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If "Yes," complete Schedule J for such person</i>		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. **NONE**

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 in compensation from the organization **0**

DEMOCRACY PREP PUBLIC SCHOOLS
(F / K / A DEMOCRACY BUILDERS)

Form 990 (2010)

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Part VIII Statement of Revenue

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512, 513, or 514		
Contributions, gifts, grants and other similar amounts	1 a	Federated campaigns	1a					
	b	Membership dues	1b					
	c	Fundraising events	1c					
	d	Related organizations	1d					
	e	Government grants (contributions)	1e					
	f	All other contributions, gifts, grants, and similar amounts not included above	1f	291,516.				
	g	Noncash contributions included in lines 1a-1f: \$						
	h	Total. Add lines 1a-1f		291,516.				
	Program Service Revenue	2 a	MANAGEMENT FEES	Business Code 541610	1,421,857.	1,421,857.		
b		CONSULTING FEES	541610	345,000.	345,000.			
c								
d								
e								
f		All other program service revenue						
g		Total. Add lines 2a-2f		1,766,857.				
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts)		7.			7.	
	4	Income from investment of tax-exempt bond proceeds						
	5	Royalties						
	6 a	Gross Rents	(i) Real	(ii) Personal				
		Less: rental expenses						
		Rental income or (loss)						
		Net rental income or (loss)						
	7 a	Gross amount from sales of assets other than inventory	(i) Securities	(ii) Other				
		Less: cost or other basis and sales expenses						
		Gain or (loss)						
		Net gain or (loss)			21,462.	21,462.		
	8 a	Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	a					
		Less: direct expenses	b					
		Net income or (loss) from fundraising events						
	9 a	Gross income from gaming activities. See Part IV, line 19	a					
Less: direct expenses		b						
Net income or (loss) from gaming activities								
10 a	Gross sales of inventory, less returns and allowances	a						
	Less: cost of goods sold	b						
	Net income or (loss) from sales of inventory							
Miscellaneous Revenue			Business Code					
11 a	OTHER INCOME	900099	218.	218.				
b								
c								
d	All other revenue							
e	Total. Add lines 11a-11d		218.					
12	Total revenue. See instructions.		2,080,060.	1,788,537.	0.	7.		

**DEMOCRACY PREP PUBLIC SCHOOLS
(F / K / A DEMOCRACY BUILDERS)**

Form 990 (2010)

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Part IX Statement of Functional Expenses

*Section 501(c)(3) and 501(c)(4) organizations must complete all columns.
All other organizations must complete column (A) but are not required to complete columns (B), (C), and (D).*

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to governments and organizations in the U.S. See Part IV, line 21				
2 Grants and other assistance to individuals in the U.S. See Part IV, line 22				
3 Grants and other assistance to governments, organizations, and individuals outside the U.S. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	284,268.	255,841.	28,427.	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	915,464.	823,918.	91,546.	
8 Pension plan contributions (include section 401(k) and section 403(b) employer contributions)	26,498.	23,848.	2,650.	
9 Other employee benefits	60,216.	54,195.	6,021.	
10 Payroll taxes	105,836.	95,253.	10,583.	
11 Fees for services (non-employees):				
a Management				
b Legal	4,220.		4,220.	
c Accounting	10,000.		10,000.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other	174,259.	161,313.	12,946.	
12 Advertising and promotion	89,607.	87,202.		2,405.
13 Office expenses	29,228.	26,305.	2,923.	
14 Information technology				
15 Royalties				
16 Occupancy				
17 Travel	68,334.	61,501.	6,833.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	76,492.	68,842.	7,650.	
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	2,406.	2,166.	240.	
23 Insurance	8,338.	7,505.	833.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24f. If line 24f amount exceeds 10% of line 25, column (A) amount, list line 24f expenses on Schedule O.)				
a FOOD	10,915.	9,824.	1,091.	
b NON-CAPITALIZED FURNITURE	4,335.	3,901.	434.	
c MISCELLANEOUS	2,858.	2,571.	287.	
d				
e				
f All other expenses				
25 Total functional expenses. Add lines 1 through 24f	1,873,274.	1,684,185.	186,684.	2,405.
26 Joint costs. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720). Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation				

DEMOCRACY PREP PUBLIC SCHOOLS
(F/K/A DEMOCRACY BUILDERS)

Form 990 (2010)

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Part X Balance Sheet

		(A) Beginning of year		(B) End of year	
Assets	1 Cash - non-interest-bearing	150,847.	1	12,817.	
	2 Savings and temporary cash investments	34,025.	2	26,366.	
	3 Pledges and grants receivable, net	146,241.	3	823,186.	
	4 Accounts receivable, net		4		
	5 Receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5		
	6 Receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions)		6		
	7 Notes and loans receivable, net		7		
	8 Inventories for sale or use		8		
	9 Prepaid expenses and deferred charges	40,076.	9	5,097.	
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 24,707.			
	b Less: accumulated depreciation	10b 2,466.	1,740.	10c 22,241.	
	11 Investments - publicly traded securities		11		
	12 Investments - other securities. See Part IV, line 11		12		
	13 Investments - program-related. See Part IV, line 11		13		
	14 Intangible assets		14		
	15 Other assets. See Part IV, line 11		15		
16 Total assets. Add lines 1 through 15 (must equal line 34)		372,929.	16	889,707.	
Liabilities	17 Accounts payable and accrued expenses	33,045.	17	309,707.	
	18 Grants payable		18		
	19 Deferred revenue		19	35,000.	
	20 Tax-exempt bond liabilities		20		
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21		
	22 Payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22		
	23 Secured mortgages and notes payable to unrelated third parties		23		
	24 Unsecured notes and loans payable to unrelated third parties		24		
	25 Other liabilities. Complete Part X of Schedule D		25		
	26 Total liabilities. Add lines 17 through 25		33,045.	26	344,707.
Net Assets or Fund Balances	Organizations that follow SFAS 117, check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.				
	27 Unrestricted net assets	339,884.	27	544,000.	
	28 Temporarily restricted net assets		28	1,000.	
	29 Permanently restricted net assets		29		
	Organizations that do not follow SFAS 117, check here <input type="checkbox"/> and complete lines 30 through 34.				
	30 Capital stock or trust principal, or current funds		30		
	31 Paid-in or capital surplus, or land, building, or equipment fund		31		
	32 Retained earnings, endowment, accumulated income, or other funds		32		
	33 Total net assets or fund balances	339,884.	33	545,000.	
34 Total liabilities and net assets/fund balances	372,929.	34	889,707.		

Form 990 (2010)

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response to any question in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	2,080,060.
2	Total expenses (must equal Part IX, column (A), line 25)	2	1,873,274.
3	Revenue less expenses. Subtract line 2 from line 1	3	206,786.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	339,884.
5	Other changes in net assets or fund balances (explain in Schedule O)	5	<1,670.>
6	Net assets or fund balances at end of year. Combine lines 3, 4, and 5 (must equal Part X, line 33, column (B))	6	545,000.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response to any question in this Part XII

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?		X
2b	Were the organization's financial statements audited by an independent accountant?	X	
2c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	X	
d	If "Yes" to line 2a or 2b, check a box below to indicate whether the financial statements for the year were issued on a separate basis, consolidated basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?		X
3b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits.		

Form 990 (2010)

DRAFT

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ. ▶ See separate instructions.

OMB No. 1545-0047

2010

Open to Public Inspection

Name of the organization **DEMOCRACY PREP PUBLIC SCHOOLS**
(F/K/A DEMOCRACY BUILDERS) Employer identification number
20-2629354

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
- 2 A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E.)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 9 An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
- 10 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
- 11 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2). See **section 509(a)(3).** Check the box that describes the type of supporting organization and complete lines 11e through 11h.
 - a Type I b Type II c Type III - Functionally integrated d Type III - Other
- e By checking this box, I certify that the organization is not controlled directly or indirectly by one or more disqualified persons other than foundation managers and other than one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2).
- f If the organization received a written determination from the IRS that it is a Type I, Type II, or Type III supporting organization, check this box
- g Since August 17, 2006, has the organization accepted any gift or contribution from any of the following persons?

	Yes	No
(i) A person who directly or indirectly controls, either alone or together with persons described in (ii) and (iii) below, the governing body of the supported organization?		
(ii) A family member of a person described in (i) above?		
(iii) A 35% controlled entity of a person described in (i) or (ii) above?		
- h Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-9 above or IRC section (see instructions))	(iv) Is the organization in col. (i) listed in your governing document?		(v) Did you notify the organization in col. (i) of your support?		(vi) Is the organization in col. (i) organized in the U.S.?		(vii) Amount of support
			Yes	No	Yes	No	Yes	No	
Total									

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")	325,676.	37,524.	59,695.	94,857.	291,516.	809,268.
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3	325,676.	37,524.	59,695.	94,857.	291,516.	809,268.
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						619,683.
6 Public support. Subtract line 5 from line 4.						189,585.

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
7 Amounts from line 4	325,676.	37,524.	59,695.	94,857.	291,516.	809,268.
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources	10,301.	1,193.	14.	13.	7.	11,528.
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)					218.	218.
11 Total support. Add lines 7 through 10						821,014.
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2010 (line 6, column (f) divided by line 11, column (f))	14	23.09	%
15 Public support percentage from 2009 Schedule A, Part II, line 14	15		%
16a 33 1/3% support test - 2010. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization	<input type="checkbox"/>		
b 33 1/3% support test - 2009. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization	<input type="checkbox"/>		
17a 10% -facts-and-circumstances test - 2010. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization	<input type="checkbox"/>		
b 10% -facts-and-circumstances test - 2009. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization	<input type="checkbox"/>		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions	<input checked="" type="checkbox"/>		

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
13 Total support (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2010 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2009 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2010 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2009 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2010. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2009. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Schedule B
(Form 990, 990-EZ,
or 990-PF)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990, 990-EZ, or 990-PF.

OMB No. 1545-0047

2010

Name of the organization

DEMOCRACY PREP PUBLIC SCHOOLS
(F/K/A DEMOCRACY BUILDERS)

Employer identification number

20-2629354

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note. Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II.

Special Rules

For a section 501(c)(3) organization filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), and received from any one contributor, during the year, a contribution of the greater of (1) \$5,000 or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For a section 501(c)(7), (8), or (10) organization filing Form 990 or 990-EZ that received from any one contributor, during the year, aggregate contributions of more than \$1,000 for use *exclusively* for religious, charitable, scientific, literary, or educational purposes, or the prevention of cruelty to children or animals. Complete Parts I, II, and III.

For a section 501(c)(7), (8), or (10) organization filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions for use *exclusively* for religious, charitable, etc., purposes, but these contributions did not aggregate to more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Do not complete any of the parts unless the **General Rule** applies to this organization because it received nonexclusively religious, charitable, etc., contributions of \$5,000 or more during the year. ▶ \$ _____

Caution. An organization that is not covered by the General Rule and/or the Special Rules does not file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2 of its Form 990, or check the box on line H of its Form 990-EZ, or on line 2 of its Form 990-PF, to certify that it does not meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990, 990-EZ, or 990-PF. Schedule B (Form 990, 990-EZ, or 990-PF) (2010)

Name of organization DEMOCRACY PREP PUBLIC SCHOOLS (F/K/A DEMOCRACY BUILDERS)	Employer identification number 20-2629354
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Part I Contributors (see instructions)

(a) No.	(b) Name, address, and ZIP + 4	(c) Aggregate contributions	(d) Type of contribution
1	DAEDALUS FOUNDATION <hr/> P.O. BOX 96 <hr/> MOUNT VERNON, VA 22308	\$ 100,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
2	HIRSH FOUNDATION <hr/> 114 WEST 13TH STREET <hr/> NEW YORK, NY 10011	\$ 32,906.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
3	PETER AND CARMEN BUCK FOUNDATION <hr/> 157 EAST 86TH STREET, #5 <hr/> NEW YORK, NY 10028	\$ 50,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
4	RYAN OFFUTT <hr/> 624 SOUTH 9TH STREET <hr/> FARGO, ND 58103	\$ 100,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
	<hr/> <hr/> <hr/>	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
	<hr/> <hr/> <hr/>	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)

Name of organization DEMOCRACY PREP PUBLIC SCHOOLS (F/K/A DEMOCRACY BUILDERS)	Employer identification number 20-2629354
--	---

Part II Noncash Property (see instructions)

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____

Name of organization DEMOCRACY PREP PUBLIC SCHOOLS (F / K / A DEMOCRACY BUILDERS)	Employer identification number 20-2629354
--	---

Part III Exclusively religious, charitable, etc., individual contributions to section 501(c)(7), (8), or (10) organizations aggregating more than \$1,000 for the year. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this information once. See instructions.) ▶ \$

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	

SCHEDULE D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered "Yes," to Form 990,
Part IV, line 6, 7, 8, 9, 10, 11, or 12.

▶ Attach to Form 990. ▶ See separate instructions.

OMB No. 1545-0047

2010

Open to Public
Inspection

Name of the organization **DEMOCRACY PREP PUBLIC SCHOOLS**
(F/K/A DEMOCRACY BUILDERS)

Employer identification number
20-2629354

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" to Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate contributions to (during year)		
3 Aggregate grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?		<input type="checkbox"/> Yes <input type="checkbox"/> No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?		<input type="checkbox"/> Yes <input type="checkbox"/> No

Part II Conservation Easements. Complete if the organization answered "Yes" to Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

<input type="checkbox"/> Preservation of land for public use (e.g., recreation or education)	<input type="checkbox"/> Preservation of an historically important land area
<input type="checkbox"/> Protection of natural habitat	<input type="checkbox"/> Preservation of a certified historic structure
<input type="checkbox"/> Preservation of open space	

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?

Yes No

6 Staff and volunteer hours devoted to monitoring, inspecting, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, and enforcing conservation easements during the year ▶ \$ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?

Yes No

9 In Part XIV, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" to Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIV, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenues included in Form 990, Part VIII, line 1

▶ \$ _____

(ii) Assets included in Form 990, Part X

▶ \$ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenues included in Form 990, Part VIII, line 1

▶ \$ _____

b Assets included in Form 990, Part X

▶ \$ _____

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange programs
 - e Other _____
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIV.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b If "Yes," explain the arrangement in Part XIV and complete the following table:
- | | Amount |
|---------------------------------|--------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a Did the organization include an amount on Form 990, Part X, line 21? Yes No
- b If "Yes," explain the arrangement in Part XIV.

Part V Endowment Funds. Complete if the organization answered "Yes" to Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the year end balance held as:
- a Board designated or quasi-endowment _____ %
 - b Permanent endowment _____ %
 - c Term endowment _____ %
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|---|--------|----|
| (i) unrelated organizations | 3a(i) | |
| (ii) related organizations | 3a(ii) | |
| b If "Yes" to 3a(ii), are the related organizations listed as required on Schedule R? | 3b | |
- 4 Describe in Part XIV the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment. See Form 990, Part X, line 10.

Description of investment	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment		22,608.	2,396.	20,212.
e Other		2,099.	70.	2,029.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10(c).)				22,241.

**DEMOCRACY PREP PUBLIC SCHOOLS
(F / K / A DEMOCRACY BUILDERS)**

Schedule D (Form 990) 2010

20-2629354 Page **3**

Part VII Investments - Other Securities. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
(I)		
Total. (Col (b) must equal Form 990, Part X, col (B) line 12.) ▶		

Part VIII Investments - Program Related. See Form 990, Part X, line 13.

(a) Description of investment type	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. (Col (b) must equal Form 990, Part X, col (B) line 13.) ▶		

Part IX Other Assets. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. (Column (b) must equal Form 990, Part X, col (B) line 15.) ▶	

Part X Other Liabilities. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Amount
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. (Column (b) must equal Form 990, Part X, col (B) line 25.) ▶	

FIN 48 (ASC 740) Footnote. In Part XIV, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740).

032053
12-20-10

DEMOCRACY PREP PUBLIC SCHOOLS
(F/K/A DEMOCRACY BUILDERS)

Part XI Reconciliation of Change in Net Assets from Form 990 to Audited Financial Statements

1	Total revenue (Form 990, Part VIII, column (A), line 12)	1	2,080,060.
2	Total expenses (Form 990, Part IX, column (A), line 25)	2	1,873,274.
3	Excess or (deficit) for the year. Subtract line 2 from line 1	3	206,786.
4	Net unrealized gains (losses) on investments	4	<1,670.>
5	Donated services and use of facilities	5	
6	Investment expenses	6	
7	Prior period adjustments	7	
8	Other (Describe in Part XIV.)	8	
9	Total adjustments (net). Add lines 4 through 8	9	<1,670.>
10	Excess or (deficit) for the year per audited financial statements. Combine lines 3 and 9	10	205,116.

Part XII Reconciliation of Revenue per Audited Financial Statements With Revenue per Return

1	Total revenue, gains, and other support per audited financial statements	1	2,078,390.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:		
a	Net unrealized gains on investments	2a	<1,670.>
b	Donated services and use of facilities	2b	
c	Recoveries of prior year grants	2c	
d	Other (Describe in Part XIV.)	2d	
e	Add lines 2a through 2d	2e	<1,670.>
3	Subtract line 2e from line 1	3	2,080,060.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIV.)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.)	5	2,080,060.

Part XIII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return

1	Total expenses and losses per audited financial statements	1	1,873,274.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:		
a	Donated services and use of facilities	2a	
b	Prior year adjustments	2b	
c	Other losses	2c	
d	Other (Describe in Part XIV.)	2d	
e	Add lines 2a through 2d	2e	0.
3	Subtract line 2e from line 1	3	1,873,274.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIV.)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.)	5	1,873,274.

Part XIV Supplemental Information

Complete this part to provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, line 8; Part XII, lines 2d and 4b; and Part XIII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2: THE ORGANIZATION'S ACCOUNTING POLICY PROVIDES THAT A

TAX EXPENSE OR BENEFIT FROM AN UNCERTAIN TAX POSITION MAY BE RECOGNIZED

WHEN IT IS MORE LIKELY THAN NOT THAT THE POSITION WILL BE SUSTAINED UPON

EXAMINATION, INCLUDING RESOLUTIONS OF ANY RELATED APPEALS OR LITIGATION

PROCESSES, BASED ON THE TECHNICAL MERITS. THE ORGANIZATION HAS NO

UNCERTAIN TAX POSITION RESULTING IN AN ACCRUAL OF TAX EXPENSE OR BENEFIT.

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.

OMB No. 1545-0047

2010

Open to Public
Inspection

Name of the organization DEMOCRACY PREP PUBLIC SCHOOLS (F/K/A DEMOCRACY BUILDERS)	Employer identification number 20-2629354
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FORM 990, PART VI, SECTION B, LINE 11: FORM 990 IS REVIEWED BY MANAGEMENT AND THE FINANCE COMMITTEE OF THE BOARD OF DIRECTORS FOR APPROVAL. IF CHANGES ARE REQUIRED, THE ORGANIZATION WILL THEN FORWARD TO THE AUDITING FIRM AND A FINAL VERSION WILL BE DISTRIBUTED TO ALL BOARD MEMBERS PRIOR TO THE IRS SUBMISSION.

FORM 990, PART VI, SECTION B, LINE 12C: THE ORGANIZATION SHARES ITS CONFLICT OF INTEREST POLICY WITH BOARD MEMBERS AND OFFICERS ON AN ANNUAL BASIS. OFFICERS, DIRECTORS, AND KEY EMPLOYEES ARE EXPECTED TO DECLARE IF AT ANY POINT A CONFLICT OF INTEREST ARISES.

FORM 990, PART VI, SECTION B, LINE 15: COMPARABLE DATA IS USED BY THE BOARD WHEN DETERMINING THE COMPENSATION OF OFFICERS AND KEY EMPLOYEES.

FORM 990, PART VI, SECTION C, LINE 19: UPON REQUEST, THE ORGANIZATION MAKES AVAILABLE TO THE PUBLIC ITS GOVERNING DOCUMENTS, CONFLICT OF INTEREST POLICY, AND FINANCIAL STATEMENTS.

FORM 990, PART XI, LINE 5, CHANGES IN NET ASSETS:

NET UNREALIZED LOSSES ON INVESTMENTS: -1,670.

FORM 990, PART XII, FINANCIAL STATEMENT AND REPORTING, LINE 2C:
THE ORGANIZATION HAS A FINANCE COMMITTEE THAT IS RESPONSIBLE FOR
OVERSIGHT OF THE AUDIT AND SELECTION OF THE INDEPENDENT AUDITOR.

2010 DEPRECIATION AND AMORTIZATION REPORT

FORM 990 PAGE 10

990

Asset No.	Description	Date Acquired	Method	Life	Line No.	Unadjusted Cost Or Basis	Bus % Excl	* Reduction In Basis	Basis For Depreciation	Accumulated Depreciation	Current Sec 179	Current Year Deduction
11	COMPUTER	050410	SL	5.00	16	1,800.			1,800.	60.		360.
12	LAPTOP	070810	SL	5.00	16	3,317.			3,317.			663.
13	APPLE COMPUTER	090110	SL	5.00	16	1,251.			1,251.			209.
14	APPLE LAPTOP	110510	SL	5.00	16	1,914.			1,914.			255.
15	COMPUTER SOFTWARE FOR MAC	110510	SL	5.00	16	126.			126.			17.
16	DIGITAL CAMERAS	110510	SL	5.00	16	1,760.			1,760.			205.
17	HARD DRIVE FOR MAC	030111	SL	5.00	16	79.			79.			9.
18	14 APPLE LAPTOPS SOFTWARE UPGRADE	040111	SL	5.00	16	11,212.			11,212.			561.
19	FOR MAC	040611	SL	5.00	16	1,149.			1,149.			57.
20	BICYCLES	050111	SL	5.00	16	2,099.			2,099.			70.
	* TOTAL 990 PAGE 10 DEPR					24,707.		0.	24,707.	60.	0.	2,406.

Depreciation and Amortization 990 (Including Information on Listed Property)

2010

Department of the Treasury Internal Revenue Service (99)

See separate instructions. Attach to your tax return.

Attachment Sequence No. 67

Name(s) shown on return

Business or activity to which this form relates

Identifying number

DEMOCRACY PREP PUBLIC SCHOOLS (F/K/A DEMOCRACY BUILDERS)

FORM 990 PAGE 10

20-2629354

Part I Election To Expense Certain Property Under Section 179 Note: If you have any listed property, complete Part V before you complete Part I.

Table with 5 columns: Line number, Description, Amount, and sub-headers (a) Description of property, (b) Cost, (c) Elected cost. Includes lines 1-13.

Note: Do not use Part II or Part III below for listed property. Instead, use Part V.

Part II Special Depreciation Allowance and Other Depreciation (Do not include listed property.)

Table with 3 columns: Line number, Description, Amount. Includes lines 14-16.

Part III MACRS Depreciation (Do not include listed property.) (See instructions.)

Section A

Table with 3 columns: Line number, Description, Amount. Includes lines 17-18.

Section B - Assets Placed in Service During 2010 Tax Year Using the General Depreciation System

Table with 7 columns: (a) Classification of property, (b) Month and year placed in service, (c) Basis for depreciation, (d) Recovery period, (e) Convention, (f) Method, (g) Depreciation deduction. Includes lines 19a-i.

Section C - Assets Placed in Service During 2010 Tax Year Using the Alternative Depreciation System

Table with 7 columns: Line number, Description, Amount, and sub-headers (a) Classification of property, (b) Month and year placed in service, (c) Basis for depreciation, (d) Recovery period, (e) Convention, (f) Method, (g) Depreciation deduction. Includes lines 20a-c.

Part IV Summary (See instructions.)

Table with 3 columns: Line number, Description, Amount. Includes lines 21-23.

**DEMOCRACY PREP PUBLIC SCHOOLS
(F / K / A DEMOCRACY BUILDERS)**

Part V Listed Property (Include automobiles, certain other vehicles, certain computers, and property used for entertainment, recreation, or amusement.)

Note: For any vehicle for which you are using the standard mileage rate or deducting lease expense, complete only 24a, 24b, columns (a) through (c) of Section A, all of Section B, and Section C if applicable.

Section A - Depreciation and Other Information (Caution: See the instructions for limits for passenger automobiles.)

24a Do you have evidence to support the business/investment use claimed? Yes No **24b** If "Yes," is the evidence written? Yes No

(a) Type of property (list vehicles first)	(b) Date placed in service	(c) Business/ investment use percentage	(d) Cost or other basis	(e) Basis for depreciation (business/investment use only)	(f) Recovery period	(g) Method/ Convention	(h) Depreciation deduction	(i) Elected section 179 cost
--	-------------------------------------	--	-------------------------------	--	---------------------------	------------------------------	----------------------------------	---------------------------------------

25 Special depreciation allowance for qualified listed property placed in service during the tax year and used more than 50% in a qualified business use **25**

26 Property used more than 50% in a qualified business use:

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)
	:	:	%					
	:	:	%					
	:	:	%					

27 Property used 50% or less in a qualified business use:

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)
	:	:	%			S/L -		
	:	:	%			S/L -		
	:	:	%			S/L -		

28 Add amounts in column (h), lines 25 through 27. Enter here and on line 21, page 1 **28**

29 Add amounts in column (i), line 26. Enter here and on line 7, page 1 **29**

Section B - Information on Use of Vehicles

Complete this section for vehicles used by a sole proprietor, partner, or other "more than 5% owner," or related person. If you provided vehicles to your employees, first answer the questions in Section C to see if you meet an exception to completing this section for those vehicles.

	(a) Vehicle		(b) Vehicle		(c) Vehicle		(d) Vehicle		(e) Vehicle		(f) Vehicle	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
30 Total business/investment miles driven during the year (do not include commuting miles)												
31 Total commuting miles driven during the year												
32 Total other personal (noncommuting) miles driven												
33 Total miles driven during the year. Add lines 30 through 32												
34 Was the vehicle available for personal use during off-duty hours?												
35 Was the vehicle used primarily by a more than 5% owner or related person?												
36 Is another vehicle available for personal use?												

Section C - Questions for Employers Who Provide Vehicles for Use by Their Employees

Answer these questions to determine if you meet an exception to completing Section B for vehicles used by employees who are not more than 5% owners or related persons.

	Yes	No
37 Do you maintain a written policy statement that prohibits all personal use of vehicles, including commuting, by your employees?		
38 Do you maintain a written policy statement that prohibits personal use of vehicles, except commuting, by your employees? See the instructions for vehicles used by corporate officers, directors, or 1% or more owners		
39 Do you treat all use of vehicles by employees as personal use?		
40 Do you provide more than five vehicles to your employees, obtain information from your employees about the use of the vehicles, and retain the information received?		
41 Do you meet the requirements concerning qualified automobile demonstration use?		

Note: If your answer to 37, 38, 39, 40, or 41 is "Yes," do not complete Section B for the covered vehicles.

Part VI Amortization

(a) Description of costs	(b) Date amortization begins	(c) Amortizable amount	(d) Code section	(e) Amortization period or percentage	(f) Amortization for this year
42 Amortization of costs that begins during your 2010 tax year:	:	:			
	:	:			
43 Amortization of costs that began before your 2010 tax year					43
44 Total. Add amounts in column (f). See the instructions for where to report					44

Form CHAR500	Annual Filing for Charitable Organizations New York State Department of Law (Office of the Attorney General) Charities Bureau - Registration Section 120 Broadway New York, NY 10271 http://www.charitiesnys.com	2010
This form used for Article 7-A, EPTL and dual filers (replaces forms CHAR 497, CHAR 010 and CHAR 006)		Open to Public Inspection

1. General Information			
a. For the fiscal year beginning (mm/dd/yyyy) 07/01/2010 and ending (mm/dd/yyyy) 06/30/2011			
b. Check if applicable for NYS: <input type="checkbox"/> Address change <input checked="" type="checkbox"/> Name change <input type="checkbox"/> Initial filing <input type="checkbox"/> Final filing <input type="checkbox"/> Amended filing <input type="checkbox"/> NY registration pending	c. Name of organization DEMOCRACY PREP PUBLIC SCHOOLS (F/K/A DEMOCRACY BUILDERS)		d. Fed. employer ID no. (EIN) 20-2629354
	e. NY State registration no. 40-25-99		
	f. Telephone number 212 281-1248	g. Email	
	Number and street (or P.O. box if mail not delivered to street address) 207 WEST 133RD STREET	Room/suite 202	
	City or town, state or country and ZIP + 4 NEW YORK, NY 10030		

2. Certification - Two Signatures Required			
We certify under penalties of perjury that we reviewed this report, including all attachments, and to the best of our knowledge and belief, they are true, correct and complete in accordance with the laws of the State of New York applicable to this report.			
a. President or Authorized Officer	SETH ANDREW	SUPERINTENDENT	
	Signature	Printed Name	Title
b. Chief Financial Officer or Treas.			Date
	Signature	Printed Name	Title
			Date

3. Annual Report Exemption Information	
a. Article 7-A annual report exemption (Article 7-A registrants and dual registrants) Check <input type="checkbox"/> if total contributions from NY State (including residents, foundations, corporations, government agencies, etc.) did not exceed \$25,000 and the organization did not engage a professional fund raiser (PFR) or fund raising counsel (FRC) to solicit contributions during this fiscal year. NOTE: An organization may claim this exemption if no PFR or FRC was used and either: 1) it received an allocation from a federated fund, United Way or incorporated community appeal and contributions from other sources did not exceed \$25,000 or 2) it received all or substantially all of its contributions from one government agency to which it submitted an annual report similar to that required by Article 7-A.	
b. EPTL annual report exemption (EPTL registrants and dual registrants) Check <input type="checkbox"/> if gross receipts did not exceed \$25,000 and assets (market value) did not exceed \$25,000 at any time during this fiscal year.	
For EPTL or Article 7-A registrants claiming the annual report exemption under the one law under which they are registered and for dual registrants claiming the annual report exemptions under both laws, simply complete part 1 (General Information), part 2 (Certification) and part 3 (Annual Report Exemption Information) above. Do not submit a fee, do not complete the following schedules and do not submit any attachments to this form.	

4. Article 7-A Schedules	
If you did not check the Article 7-A annual report exemption above, complete the following for this fiscal year:	
a. Did the organization use a professional fund raiser, fund raising counsel or commercial co-venturer for fund raising activity in NY State? ... <input type="checkbox"/> Yes* <input checked="" type="checkbox"/> No * If "Yes", complete Schedule 4a.	
b. Did the organization receive government contributions (grants)? <input type="checkbox"/> Yes* <input checked="" type="checkbox"/> No * If "Yes", complete Schedule 4b.	

5. Fee Submitted: See last page for summary of fee requirements.	
Indicate the filing fee(s) you are submitting along with this form:	
a. Article 7-A filing fee	\$ <u>25.</u>
b. EPTL filing fee	\$ <u>100.</u>
c. Total fee	\$ <u>125.</u>
Submit only one check or money order for the total fee, payable to "NYS Department of Law"	

6. Attachments - For organizations that are not claiming annual report exemptions under both laws, see last page for required attachments ▶▶▶

DEMOCRACY PREP PUBLIC SCHOOLS (F/K/A DEMOCRACY BUILDERS)

5. Fee Instructions

The filing fee depends on the organization's Registration Type. For details on Registration Type and filing fees, see the Instructions for Form CHAR500.

Organization's Registration Type **Fee Instructions**

- **Article 7-A** Calculate the Article 7-A filing fee using the table in **part a** below. The EPTL filing fee is \$0.
- **EPTL** Calculate the EPTL filing fee using the table in **part b** below. The Article 7-A filing fee is \$0.
- **Dual** Calculate both the Article 7-A and EPTL filing fees using the tables in **parts a and b** below. Add the Article 7-A and EPTL filing fees together to calculate the total fee. Submit a single check or money order for the total fee.

a) Article 7-A filing fee

Total Support & Revenue	Article 7-A Fee
more than \$250,000	\$25
up to \$250,000 *	\$10

* Any organization that contracted with or used the services of a professional fund raiser (PFR) or fund raising counsel (FRC) during the reporting period must pay an Article 7-A filing fee of \$25, regardless of total support and revenue.

b) EPTL filing fee

Net Worth at End of Year	EPTL Fee
Less than \$50,000	\$25
\$50,000 or more, but less than \$250,000	\$50
\$250,000 or more, but less than \$1,000,000	\$100
\$1,000,000 or more, but less than \$10,000,000	\$250
\$10,000,000 or more, but less than \$50,000,000	\$750
\$50,000,000 or more	\$1500

6. Attachments - Document Attachment Check-List

Check the boxes for the documents you are attaching.

For All Filers

Filing Fee

Single check or money order payable to "NYS Department of Law"

Copies of Internal Revenue Service Forms

<input checked="" type="checkbox"/> IRS Form 990 <input checked="" type="checkbox"/> All required schedules (including Schedule B) <input type="checkbox"/> IRS Form 990-T	<input type="checkbox"/> IRS Form 990-EZ <input type="checkbox"/> All required schedules (including Schedule B) <input type="checkbox"/> IRS Form 990-T	<input type="checkbox"/> IRS Form 990-PF <input type="checkbox"/> All required schedules (including Schedule B) <input type="checkbox"/> IRS Form 990-T
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Additional Article 7-A Document Attachment Requirement

Independent Accountant's Report

Audit Report (total support & revenue more than \$250,000)

Review Report (total support & revenue \$100,001 to \$250,000)

No Accountant's Report Required (total support & revenue not more than \$100,000)

DEMOCRACY PREPARATORY CHARTER SCHOOL

MANAGEMENT LETTER

JUNE 30, 2012

FRUCHTER ROSEN & COMPANY, P.C.
CERTIFIED PUBLIC ACCOUNTANTS
156 WEST 56TH STREET
NEW YORK, NEW YORK 10019

TEL: (212) 957-3600
FAX: (212) 957-3696

October 29, 2012

Audit Committee of the Board of Trustees of
Democracy Preparatory Charter School
207 West 133rd Street
New York, NY 10030

In planning and performing our audit of the financial statements of Democracy Preparatory Charter School (the "School") as of and for the year ended June 30, 2012, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be significant deficiencies or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified. We did not identify any deficiencies in internal control that we consider to be material weaknesses.

Exhibit I summarizes the corrective action not taken by the School for the year ended June 30, 2012 on the prior year's observation. Management's response to the observation has not been subjected to the auditing procedures applied in the audit of the financial statements and accordingly, we express no opinion on it.

Audit Committee of the Board of Trustees of
Democracy Preparatory Charter School

This communication is intended solely for the information and use of management, Board of Trustees, federal, state and local awarding agencies, The Department of Education of the City of New York, The State Education Department of the State University of New York, and others within the School and is not intended to be and should not be used by anyone other than these specified parties.

We already discussed these comments and suggestions with management. We would be pleased to discuss these comments with you at greater length and assist you in the implementation of any of our recommendations should you desire.

We appreciate your cooperation and the assistance we received during the course of our audit.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 29, 2012

DEMOCRACY PREPARATORY CHARTER SCHOOL
MANAGEMENT LETTER
JUNE 30, 2012

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EXHIBIT I – CORRECTIVE ACTION NOT TAKEN ON PRIOR YEAR OBSERVATION

- A. Supporting Documentation for Credit Cards 1

DEMOCRACY PREPARATORY CHARTER SCHOOL
MANAGEMENT LETTER

EXHIBIT I – CORRECTIVE ACTION NOT TAKEN ON PRIOR YEAR OBSERVATION

In conjunction with performing the audit of the School’s financial statements for the year ended June 30, 2012 we followed up on the status of implementation of audit recommendations made for the year ended June 30, 2011. The status update on those matters is summarized below.

A. SUPPORTING DOCUMENTATION FOR CREDIT CARDS

Observation

During our 2011 audit, we reviewed four monthly credit card statements issued to authorized School personnel. We noted that a substantial portion of credit card payments were not adequately supported by receipts, invoices, and other documentation.

Recommendation

To strengthen internal controls over disbursements, especially the credit card transactions, it is recommended that appropriate support be provided and maintained for all disbursements.

Current Year Status

During our 2012 audit, we reviewed five monthly credit card statements issued to authorized School personnel. Even though the School improved in maintaining adequate support for credit card receipts; there remains a significant portion that was not adequately supported by receipts, invoices, and other documentation.

Updated Management’s Response

Management is in agreement and will continue to increase our enforcement of credit card receipt and documentation policy.

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except black lung benefit trust or private foundation)

The organization may have to use a copy of this return to satisfy state reporting requirements.

Open to Public Inspection

A For the 2010 calendar year, or tax year beginning **JUL 1, 2010** and ending **JUN 30, 2011**

B Check if applicable: <input type="checkbox"/> Address change <input checked="" type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization DEMOCRACY PREP PUBLIC SCHOOLS (F/K/A DEMOCRACY BUILDERS)		D Employer identification number 20-2629354
	Doing Business As		E Telephone number (212) 281-1248
	Number and street (or P.O. box if mail is not delivered to street address)	Room/suite	G Gross receipts \$ 2,086,050.
	207 WEST 133RD STREET	202	H(a) Is this a group return for affiliates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all affiliates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions) H(c) Group exemption number ▶
City or town, state or country, and ZIP + 4 NEW YORK, NY 10030		F Name and address of principal officer: SETH ANDREW 207 WEST 133TH STREET, SUITE 202, NEW YORK,	
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527			
J Website: ▶ WWW.DEMOCRACYPREP.ORG			
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		L Year of formation: 2005 M State of legal domicile: NY	

Part I Summary

Activities & Governance	1 Briefly describe the organization's mission or most significant activities: THE ORGANIZATION PROVIDES CHARTER SCHOOLS WITH MANAGEMENT SERVICES.		
	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3 Number of voting members of the governing body (Part VI, line 1a)	3	6
	4 Number of independent voting members of the governing body (Part VI, line 1b)	4	6
	5 Total number of individuals employed in calendar year 2010 (Part V, line 2a)	5	17
	6 Total number of volunteers (estimate if necessary)	6	0
	7a Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b Net unrelated business taxable income from Form 990-T, line 34	7b	0.	
Revenue	8 Contributions and grants (Part VIII, line 1h)	Prior Year	Current Year
	9 Program service revenue (Part VIII, line 2g)	94,857.	291,516.
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	132,860.	1,766,857.
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	10,638.	21,469.
	12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	198,839.	218.
		437,194.	2,080,060.
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
	14 Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	232,032.	1,392,282.
	16a Professional fundraising fees (Part IX, column (A), line 11e)	891.	0.
	b Total fundraising expenses (Part IX, column (D), line 25) ▶ 2,405.		
	17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24f)	308,580.	480,992.
18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	541,503.	1,873,274.	
19 Revenue less expenses. Subtract line 18 from line 12	<104,309.>	206,786.	
Net Assets or Fund Balances	20 Total assets (Part X, line 16)	Beginning of Current Year	End of Year
	21 Total liabilities (Part X, line 26)	372,929.	889,707.
	22 Net assets or fund balances. Subtract line 21 from line 20	33,045.	344,707.
	339,884.	545,000.	

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer	Date			
	SETH ANDREW, SUPERINTENDENT Type or print name and title				
Paid Preparer Use Only	Print/Type preparer's name GUS SALIBA	Preparer's signature GUS SALIBA	Date 05/14/12	Check <input type="checkbox"/> if self-employed	PTIN
	Firm's name ▶ FRUCHTER ROSEN & COMPANY, P.C.	Firm's EIN ▶	Phone no. (212) 957-3600		
Firm's address ▶ 156 WEST 56TH STREET, SUITE 1804		NEW YORK, NY 10019			

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response to any question in this Part III

1 Briefly describe the organization's mission:
THE ORGANIZATION MANAGES AND OPERATES HIGH-PERFORMING CHARTER SCHOOLS.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? Yes No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? Yes No
If "Yes," describe these changes on Schedule O.

4 Describe the exempt purpose achievements for each of the organization's three largest program services by expenses. Section 501(c)(3) and 501(c)(4) organizations and section 4947(a)(1) trusts are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

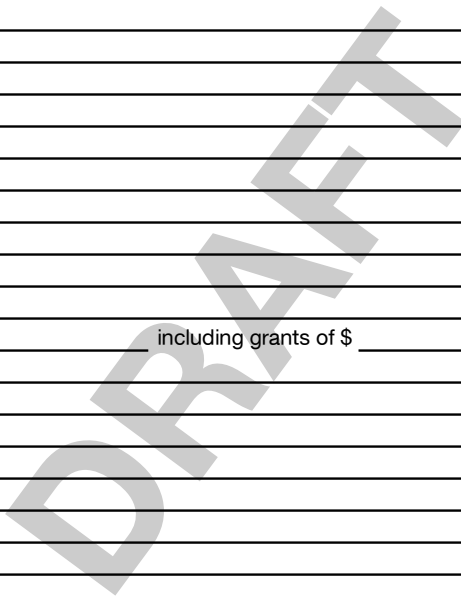
4a (Code: _____) (Expenses \$ 1,684,185. including grants of \$ _____) (Revenue \$ 1,766,857.)
CHARTER SCHOOL MANAGEMENT SERVICES TO THREE CHARTER SCHOOLS.

4b (Code: _____) (Expenses \$ _____ including grants of \$ _____) (Revenue \$ _____)

4c (Code: _____) (Expenses \$ _____ including grants of \$ _____) (Revenue \$ _____)

4d Other program services. (Describe in Schedule O.)
(Expenses \$ _____ including grants of \$ _____) (Revenue \$ _____)

4e Total program service expenses **▶ 1,684,185.**



DEMOCRACY PREP PUBLIC SCHOOLS
(F / K / A DEMOCRACY BUILDERS)

Form 990 (2010)

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Part IV Checklist of Required Schedules

		Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2	Is the organization required to complete Schedule B, Schedule of Contributors?	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4	Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts where donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9	Did the organization report an amount in Part X, line 21; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10	Did the organization, directly or through a related organization, hold assets in term, permanent, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	X	
b	Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c	Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d	Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>		X
e	Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>		X
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI, XII, and XIII</i>	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI, XII, and XIII is optional</i>		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>		X
14a	Did the organization maintain an office, employees, or agents outside of the United States?		X
b	Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, and program service activities outside the United States? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or assistance to any organization or entity located outside the United States? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or assistance to individuals located outside the United States? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17	Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>		X
18	Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		X
19	Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X
20a	Did the organization operate one or more hospitals? <i>If "Yes," complete Schedule H</i>		X
b	If "Yes" to line 20a, did the organization attach its audited financial statements to this return? Note. Some Form 990 filers that operate one or more hospitals must attach audited financial statements (see instructions)		

Form 990 (2010)

DEMOCRACY PREP PUBLIC SCHOOLS
(F / K / A DEMOCRACY BUILDERS)

Form 990 (2010)

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Part IV Checklist of Required Schedules (continued)

	Yes	No
21 Did the organization report more than \$5,000 of grants and other assistance to governments and organizations in the United States on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		X
22 Did the organization report more than \$5,000 of grants and other assistance to individuals in the United States on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>		X
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25</i>		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3) and 501(c)(4) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		X
26 Was a loan to or by a current or former officer, director, trustee, key employee, highly compensated employee, or disqualified person outstanding as of the end of the organization's tax year? <i>If "Yes," complete Schedule L, Part II</i>		X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor, or a grant selection committee member, or to a person related to such an individual? <i>If "Yes," complete Schedule L, Part III</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Parts II, III, IV, and V, line 1</i>		X
35 Is any related organization a controlled entity within the meaning of section 512(b)(13)?		X
a Did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11 and 19?	X	

Note. All Form 990 filers are required to complete Schedule O

Form 990 (2010)

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response to any question in this Part V

		Yes	No
1a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable		
1b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable		
1c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	X	
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return		
2b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? Note. If the sum of lines 1a and 2a is greater than 250, you may be required to e-file. (see instructions)	X	
3a	Did the organization have unrelated business gross income of \$1,000 or more during the year?		X
3b	If "Yes," has it filed a Form 990-T for this year? If "No," provide an explanation in Schedule O		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		X
4b	If "Yes," enter the name of the foreign country: See instructions for filing requirements for Form TD F 90-22.1, Report of Foreign Bank and Financial Accounts.		
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		X
5b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		X
5c	If "Yes," to line 5a or 5b, did the organization file Form 8886-T?		
6a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible?		X
6b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		
7	Organizations that may receive deductible contributions under section 170(c).		
7a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?		X
7b	If "Yes," did the organization notify the donor of the value of the goods or services provided?		
7c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		X
7d	If "Yes," indicate the number of Forms 8282 filed during the year		
7e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		X
7f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		X
7g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		
7h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		
8	Sponsoring organizations maintaining donor advised funds and section 509(a)(3) supporting organizations. Did the supporting organization, or a donor advised fund maintained by a sponsoring organization, have excess business holdings at any time during the year?		
9	Sponsoring organizations maintaining donor advised funds.		
9a	Did the organization make any taxable distributions under section 4966?		
9b	Did the organization make a distribution to a donor, donor advisor, or related person?		
10	Section 501(c)(7) organizations. Enter:		
10a	Initiation fees and capital contributions included on Part VIII, line 12		
10b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities		
11	Section 501(c)(12) organizations. Enter:		
11a	Gross income from members or shareholders		
11b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)		
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?		
12b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year		
13	Section 501(c)(29) qualified nonprofit health insurance issuers.		
13a	Is the organization licensed to issue qualified health plans in more than one state? Note. See the instructions for additional information the organization must report on Schedule O.		
13b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans		
13c	Enter the amount of reserves on hand		
14a	Did the organization receive any payments for indoor tanning services during the tax year?		X
14b	If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O		

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response to any question in this Part VI

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year		
1b	Enter the number of voting members included in line 1a, above, who are independent		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors or trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Does the organization have members or stockholders?		X
7a	Does the organization have members, stockholders, or other persons who may elect one or more members of the governing body?		X
7b	Are any decisions of the governing body subject to approval by members, stockholders, or other persons?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
8a	The governing body?	X	
8b	Each committee with authority to act on behalf of the governing body?	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10a	Does the organization have local chapters, branches, or affiliates?		X
10b	If "Yes," does the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with those of the organization?		
11a	Has the organization provided a copy of this Form 990 to all members of its governing body before filing the form?	X	
11b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.		
12a	Does the organization have a written conflict of interest policy? If "No," go to line 13	X	
12b	Are officers, directors or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
12c	Does the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this is done	X	
13	Does the organization have a written whistleblower policy?	X	
14	Does the organization have a written document retention and destruction policy?	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
15a	The organization's CEO, Executive Director, or top management official	X	
15b	Other officers or key employees of the organization	X	
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
16b	If "Yes," has the organization adopted a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and taken steps to safeguard the organization's exempt status with respect to such arrangements?		

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed **NY**
- 18** Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (501(c)(3)s only) available for public inspection. Indicate how you make these available. Check all that apply.
 Own website Another's website Upon request
- 19** Describe in Schedule O whether (and if so, how), the organization makes its governing documents, conflict of interest policy, and financial statements available to the public.
- 20** State the name, physical address, and telephone number of the person who possesses the books and records of the organization: **MELANIE HOK - (212) 281-1248**
207 WEST 133RD STREET, SUITE 202, NEW YORK, NY 10030

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response to any question in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (describe hours for related organizations in Schedule O)	(C) Position (check all that apply)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
RYAN OFFUTT CHAIR	5.00	X		X				0.	0.	0.
CARLOS LEJNIEKS VICE-CHAIR	5.00	X		X				0.	0.	0.
PALLAVI VERMA TREASURER	5.00	X		X				0.	0.	0.
JUSTIN LONG DIRECTOR	5.00	X						0.	0.	0.
CHRIS KRAUS DIRECTOR	5.00	X						0.	0.	0.
JERI POWELL DIRECTOR	5.00	X						0.	0.	0.
SETH ANDREW SUPERINTENDENT	40.00			X				63,387.	0.	12,290.
KATHRYN STANTON CHIEF OF STAFF	40.00			X				51,471.	0.	8,268.

DEMOCRACY PREP PUBLIC SCHOOLS
(F / K / A DEMOCRACY BUILDERS)

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (describe hours for related organizations in Schedule O)	(C) Position (check all that apply)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b Sub-total							114,858.	0.	20,558.	
c Total from continuation sheets to Part VII, Section A							0.	0.	0.	
d Total (add lines 1b and 1c)							114,858.	0.	20,558.	

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 in reportable compensation from the organization **0**

	Yes	No
3 Did the organization list any former officer, director or trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual</i>		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If "Yes," complete Schedule J for such individual</i>		X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If "Yes," complete Schedule J for such person</i>		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. **NONE**

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 in compensation from the organization **0**

DEMOCRACY PREP PUBLIC SCHOOLS
(F / K / A DEMOCRACY BUILDERS)

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Part VIII Statement of Revenue

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512, 513, or 514		
Contributions, gifts, grants and other similar amounts	1 a	Federated campaigns	1a					
	b	Membership dues	1b					
	c	Fundraising events	1c					
	d	Related organizations	1d					
	e	Government grants (contributions)	1e					
	f	All other contributions, gifts, grants, and similar amounts not included above	1f	291,516.				
	g	Noncash contributions included in lines 1a-1f: \$						
	h	Total. Add lines 1a-1f		291,516.				
	Program Service Revenue	2 a	MANAGEMENT FEES	Business Code 541610	1,421,857.	1,421,857.		
b		CONSULTING FEES	541610	345,000.	345,000.			
c								
d								
e								
f		All other program service revenue						
g		Total. Add lines 2a-2f		1,766,857.				
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts)		7.			7.	
	4	Income from investment of tax-exempt bond proceeds						
	5	Royalties						
	6 a	Gross Rents	(i) Real	(ii) Personal				
		Less: rental expenses						
		Rental income or (loss)						
		Net rental income or (loss)						
	7 a	Gross amount from sales of assets other than inventory	(i) Securities	(ii) Other				
		Less: cost or other basis and sales expenses						
		Gain or (loss)						
		Net gain or (loss)			21,462.	21,462.		
	8 a	Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	a					
		Less: direct expenses	b					
		Net income or (loss) from fundraising events						
	9 a	Gross income from gaming activities. See Part IV, line 19	a					
Less: direct expenses		b						
Net income or (loss) from gaming activities								
10 a	Gross sales of inventory, less returns and allowances	a						
	Less: cost of goods sold	b						
	Net income or (loss) from sales of inventory							
Miscellaneous Revenue			Business Code					
11 a	OTHER INCOME	900099	218.	218.				
b								
c								
d	All other revenue							
e	Total. Add lines 11a-11d		218.					
12	Total revenue. See instructions.		2,080,060.	1,788,537.	0.	7.		

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**DEMOCRACY PREP PUBLIC SCHOOLS
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Part IX Statement of Functional Expenses

*Section 501(c)(3) and 501(c)(4) organizations must complete all columns.
All other organizations must complete column (A) but are not required to complete columns (B), (C), and (D).*

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to governments and organizations in the U.S. See Part IV, line 21				
2 Grants and other assistance to individuals in the U.S. See Part IV, line 22				
3 Grants and other assistance to governments, organizations, and individuals outside the U.S. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	284,268.	255,841.	28,427.	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	915,464.	823,918.	91,546.	
8 Pension plan contributions (include section 401(k) and section 403(b) employer contributions)	26,498.	23,848.	2,650.	
9 Other employee benefits	60,216.	54,195.	6,021.	
10 Payroll taxes	105,836.	95,253.	10,583.	
11 Fees for services (non-employees):				
a Management				
b Legal	4,220.		4,220.	
c Accounting	10,000.		10,000.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other	174,259.	161,313.	12,946.	
12 Advertising and promotion	89,607.	87,202.		2,405.
13 Office expenses	29,228.	26,305.	2,923.	
14 Information technology				
15 Royalties				
16 Occupancy				
17 Travel	68,334.	61,501.	6,833.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	76,492.	68,842.	7,650.	
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	2,406.	2,166.	240.	
23 Insurance	8,338.	7,505.	833.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24f. If line 24f amount exceeds 10% of line 25, column (A) amount, list line 24f expenses on Schedule O.)				
a FOOD	10,915.	9,824.	1,091.	
b NON-CAPITALIZED FURNITURE	4,335.	3,901.	434.	
c MISCELLANEOUS	2,858.	2,571.	287.	
d				
e				
f All other expenses				
25 Total functional expenses. Add lines 1 through 24f	1,873,274.	1,684,185.	186,684.	2,405.
26 Joint costs. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720). Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation				

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Part X Balance Sheet

		(A) Beginning of year		(B) End of year	
Assets	1 Cash - non-interest-bearing	150,847.	1	12,817.	
	2 Savings and temporary cash investments	34,025.	2	26,366.	
	3 Pledges and grants receivable, net	146,241.	3	823,186.	
	4 Accounts receivable, net		4		
	5 Receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5		
	6 Receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions)		6		
	7 Notes and loans receivable, net		7		
	8 Inventories for sale or use		8		
	9 Prepaid expenses and deferred charges	40,076.	9	5,097.	
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 24,707.			
	b Less: accumulated depreciation	10b 2,466.	1,740.	10c 22,241.	
	11 Investments - publicly traded securities		11		
	12 Investments - other securities. See Part IV, line 11		12		
	13 Investments - program-related. See Part IV, line 11		13		
	14 Intangible assets		14		
	15 Other assets. See Part IV, line 11		15		
16 Total assets. Add lines 1 through 15 (must equal line 34)		372,929.	16	889,707.	
Liabilities	17 Accounts payable and accrued expenses	33,045.	17	309,707.	
	18 Grants payable		18		
	19 Deferred revenue		19	35,000.	
	20 Tax-exempt bond liabilities		20		
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21		
	22 Payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22		
	23 Secured mortgages and notes payable to unrelated third parties		23		
	24 Unsecured notes and loans payable to unrelated third parties		24		
	25 Other liabilities. Complete Part X of Schedule D		25		
	26 Total liabilities. Add lines 17 through 25		33,045.	26	344,707.
Net Assets or Fund Balances	Organizations that follow SFAS 117, check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.				
	27 Unrestricted net assets	339,884.	27	544,000.	
	28 Temporarily restricted net assets		28	1,000.	
	29 Permanently restricted net assets		29		
	Organizations that do not follow SFAS 117, check here <input type="checkbox"/> and complete lines 30 through 34.				
	30 Capital stock or trust principal, or current funds		30		
	31 Paid-in or capital surplus, or land, building, or equipment fund		31		
	32 Retained earnings, endowment, accumulated income, or other funds		32		
	33 Total net assets or fund balances	339,884.	33	545,000.	
34 Total liabilities and net assets/fund balances	372,929.	34	889,707.		

Form 990 (2010)

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response to any question in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	2,080,060.
2	Total expenses (must equal Part IX, column (A), line 25)	2	1,873,274.
3	Revenue less expenses. Subtract line 2 from line 1	3	206,786.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	339,884.
5	Other changes in net assets or fund balances (explain in Schedule O)	5	<1,670.>
6	Net assets or fund balances at end of year. Combine lines 3, 4, and 5 (must equal Part X, line 33, column (B))	6	545,000.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response to any question in this Part XII

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?		X
2b	Were the organization's financial statements audited by an independent accountant?	X	
2c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	X	
d	If "Yes" to line 2a or 2b, check a box below to indicate whether the financial statements for the year were issued on a separate basis, consolidated basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?		X
3b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits.		

Form 990 (2010)

DRAFT

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ. ▶ See separate instructions.

OMB No. 1545-0047

2010

Open to Public Inspection

Name of the organization **DEMOCRACY PREP PUBLIC SCHOOLS**
(F/K/A DEMOCRACY BUILDERS) Employer identification number
20-2629354

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
- 2 A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E.)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 9 An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
- 10 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
- 11 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2). See **section 509(a)(3).** Check the box that describes the type of supporting organization and complete lines 11e through 11h.
 - a Type I b Type II c Type III - Functionally integrated d Type III - Other
- e By checking this box, I certify that the organization is not controlled directly or indirectly by one or more disqualified persons other than foundation managers and other than one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2).
- f If the organization received a written determination from the IRS that it is a Type I, Type II, or Type III supporting organization, check this box
- g Since August 17, 2006, has the organization accepted any gift or contribution from any of the following persons?

	Yes	No
(i) A person who directly or indirectly controls, either alone or together with persons described in (ii) and (iii) below, the governing body of the supported organization?		
(ii) A family member of a person described in (i) above?		
(iii) A 35% controlled entity of a person described in (i) or (ii) above?		
- h Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-9 above or IRC section (see instructions))	(iv) Is the organization in col. (i) listed in your governing document?		(v) Did you notify the organization in col. (i) of your support?		(vi) Is the organization in col. (i) organized in the U.S.?		(vii) Amount of support
			Yes	No	Yes	No	Yes	No	
Total									

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")	325,676.	37,524.	59,695.	94,857.	291,516.	809,268.
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3	325,676.	37,524.	59,695.	94,857.	291,516.	809,268.
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						619,683.
6 Public support. Subtract line 5 from line 4.						189,585.

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
7 Amounts from line 4	325,676.	37,524.	59,695.	94,857.	291,516.	809,268.
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources	10,301.	1,193.	14.	13.	7.	11,528.
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)					218.	218.
11 Total support. Add lines 7 through 10						821,014.
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2010 (line 6, column (f) divided by line 11, column (f))	14	23.09	%
15 Public support percentage from 2009 Schedule A, Part II, line 14	15		%
16a 33 1/3% support test - 2010. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization	<input type="checkbox"/>		
b 33 1/3% support test - 2009. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization	<input type="checkbox"/>		
17a 10% -facts-and-circumstances test - 2010. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization	<input type="checkbox"/>		
b 10% -facts-and-circumstances test - 2009. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization	<input type="checkbox"/>		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions	<input checked="" type="checkbox"/>		

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
13 Total support (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2010 (line 8, column (f) divided by line 13, column (f))	15		%
16 Public support percentage from 2009 Schedule A, Part III, line 15	16		%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2010 (line 10c, column (f) divided by line 13, column (f))	17		%
18 Investment income percentage from 2009 Schedule A, Part III, line 17	18		%

19a 33 1/3% support tests - 2010. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2009. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Schedule B
(Form 990, 990-EZ,
or 990-PF)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990, 990-EZ, or 990-PF.

OMB No. 1545-0047

2010

Name of the organization

DEMOCRACY PREP PUBLIC SCHOOLS
(F/K/A DEMOCRACY BUILDERS)

Employer identification number

20-2629354

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note. Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II.

Special Rules

For a section 501(c)(3) organization filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), and received from any one contributor, during the year, a contribution of the greater of (1) \$5,000 or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For a section 501(c)(7), (8), or (10) organization filing Form 990 or 990-EZ that received from any one contributor, during the year, aggregate contributions of more than \$1,000 for use *exclusively* for religious, charitable, scientific, literary, or educational purposes, or the prevention of cruelty to children or animals. Complete Parts I, II, and III.

For a section 501(c)(7), (8), or (10) organization filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions for use *exclusively* for religious, charitable, etc., purposes, but these contributions did not aggregate to more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Do not complete any of the parts unless the **General Rule** applies to this organization because it received nonexclusively religious, charitable, etc., contributions of \$5,000 or more during the year. ▶ \$ _____

Caution. An organization that is not covered by the General Rule and/or the Special Rules does not file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2 of its Form 990, or check the box on line H of its Form 990-EZ, or on line 2 of its Form 990-PF, to certify that it does not meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990, 990-EZ, or 990-PF. Schedule B (Form 990, 990-EZ, or 990-PF) (2010)

Name of organization DEMOCRACY PREP PUBLIC SCHOOLS (F/K/A DEMOCRACY BUILDERS)	Employer identification number 20-2629354
--	---

Part I Contributors (see instructions)

(a) No.	(b) Name, address, and ZIP + 4	(c) Aggregate contributions	(d) Type of contribution
1	DAEDALUS FOUNDATION <hr/> P.O. BOX 96 <hr/> MOUNT VERNON, VA 22308	\$ 100,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
2	HIRSH FOUNDATION <hr/> 114 WEST 13TH STREET <hr/> NEW YORK, NY 10011	\$ 32,906.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
3	PETER AND CARMEN BUCK FOUNDATION <hr/> 157 EAST 86TH STREET, #5 <hr/> NEW YORK, NY 10028	\$ 50,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
4	RYAN OFFUTT <hr/> 624 SOUTH 9TH STREET <hr/> FARGO, ND 58103	\$ 100,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
	<hr/> <hr/> <hr/>	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
	<hr/> <hr/> <hr/>	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)

Name of organization DEMOCRACY PREP PUBLIC SCHOOLS (F/K/A DEMOCRACY BUILDERS)	Employer identification number 20-2629354
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Part II Noncash Property (see instructions)

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____

Name of organization DEMOCRACY PREP PUBLIC SCHOOLS (F / K / A DEMOCRACY BUILDERS)	Employer identification number 20-2629354
--	---

Part III Exclusively religious, charitable, etc., individual contributions to section 501(c)(7), (8), or (10) organizations aggregating more than \$1,000 for the year. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this information once. See instructions.) ▶ \$

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	

SCHEDULE D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered "Yes," to Form 990,
Part IV, line 6, 7, 8, 9, 10, 11, or 12.

▶ Attach to Form 990. ▶ See separate instructions.

OMB No. 1545-0047

2010

Open to Public
Inspection

Name of the organization **DEMOCRACY PREP PUBLIC SCHOOLS**
(F/K/A DEMOCRACY BUILDERS)

Employer identification number
20-2629354

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" to Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate contributions to (during year)		
3 Aggregate grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?		<input type="checkbox"/> Yes <input type="checkbox"/> No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?		<input type="checkbox"/> Yes <input type="checkbox"/> No

Part II Conservation Easements. Complete if the organization answered "Yes" to Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

Preservation of land for public use (e.g., recreation or education) Preservation of an historically important land area

Protection of natural habitat Preservation of a certified historic structure

Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?

Yes No

6 Staff and volunteer hours devoted to monitoring, inspecting, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, and enforcing conservation easements during the year ▶ \$ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?

Yes No

9 In Part XIV, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" to Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIV, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenues included in Form 990, Part VIII, line 1

▶ \$ _____

(ii) Assets included in Form 990, Part X

▶ \$ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenues included in Form 990, Part VIII, line 1

▶ \$ _____

b Assets included in Form 990, Part X

▶ \$ _____

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange programs
 - e Other _____
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIV.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b If "Yes," explain the arrangement in Part XIV and complete the following table:
- | | Amount |
|---------------------------------|--------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a Did the organization include an amount on Form 990, Part X, line 21? Yes No
- b If "Yes," explain the arrangement in Part XIV.

Part V Endowment Funds. Complete if the organization answered "Yes" to Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the year end balance held as:
- a Board designated or quasi-endowment _____ %
 - b Permanent endowment _____ %
 - c Term endowment _____ %
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|---|--------|----|
| (i) unrelated organizations | 3a(i) | |
| (ii) related organizations | 3a(ii) | |
| b If "Yes" to 3a(ii), are the related organizations listed as required on Schedule R? | 3b | |
- 4 Describe in Part XIV the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment. See Form 990, Part X, line 10.

Description of investment	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment		22,608.	2,396.	20,212.
e Other		2,099.	70.	2,029.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10(c).)				22,241.

**DEMOCRACY PREP PUBLIC SCHOOLS
(F / K / A DEMOCRACY BUILDERS)**

Part VII Investments - Other Securities. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
(I)		
Total. (Col (b) must equal Form 990, Part X, col (B) line 12.) ▶		

Part VIII Investments - Program Related. See Form 990, Part X, line 13.

(a) Description of investment type	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. (Col (b) must equal Form 990, Part X, col (B) line 13.) ▶		

Part IX Other Assets. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. (Column (b) must equal Form 990, Part X, col (B) line 15.) ▶	

Part X Other Liabilities. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Amount
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. (Column (b) must equal Form 990, Part X, col (B) line 25.) ▶	

FIN 48 (ASC 740) Footnote. In Part XIV, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740).

DEMOCRACY PREP PUBLIC SCHOOLS
(F/K/A DEMOCRACY BUILDERS)

Part XI Reconciliation of Change in Net Assets from Form 990 to Audited Financial Statements

1	Total revenue (Form 990, Part VIII, column (A), line 12)	1	2,080,060.
2	Total expenses (Form 990, Part IX, column (A), line 25)	2	1,873,274.
3	Excess or (deficit) for the year. Subtract line 2 from line 1	3	206,786.
4	Net unrealized gains (losses) on investments	4	<1,670.>
5	Donated services and use of facilities	5	
6	Investment expenses	6	
7	Prior period adjustments	7	
8	Other (Describe in Part XIV.)	8	
9	Total adjustments (net). Add lines 4 through 8	9	<1,670.>
10	Excess or (deficit) for the year per audited financial statements. Combine lines 3 and 9	10	205,116.

Part XII Reconciliation of Revenue per Audited Financial Statements With Revenue per Return

1	Total revenue, gains, and other support per audited financial statements	1	2,078,390.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:		
a	Net unrealized gains on investments	2a	<1,670.>
b	Donated services and use of facilities	2b	
c	Recoveries of prior year grants	2c	
d	Other (Describe in Part XIV.)	2d	
e	Add lines 2a through 2d	2e	<1,670.>
3	Subtract line 2e from line 1	3	2,080,060.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIV.)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.)	5	2,080,060.

Part XIII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return

1	Total expenses and losses per audited financial statements	1	1,873,274.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:		
a	Donated services and use of facilities	2a	
b	Prior year adjustments	2b	
c	Other losses	2c	
d	Other (Describe in Part XIV.)	2d	
e	Add lines 2a through 2d	2e	0.
3	Subtract line 2e from line 1	3	1,873,274.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIV.)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.)	5	1,873,274.

Part XIV Supplemental Information

Complete this part to provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, line 8; Part XII, lines 2d and 4b; and Part XIII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2: THE ORGANIZATION'S ACCOUNTING POLICY PROVIDES THAT A

TAX EXPENSE OR BENEFIT FROM AN UNCERTAIN TAX POSITION MAY BE RECOGNIZED

WHEN IT IS MORE LIKELY THAN NOT THAT THE POSITION WILL BE SUSTAINED UPON

EXAMINATION, INCLUDING RESOLUTIONS OF ANY RELATED APPEALS OR LITIGATION

PROCESSES, BASED ON THE TECHNICAL MERITS. THE ORGANIZATION HAS NO

UNCERTAIN TAX POSITION RESULTING IN AN ACCRUAL OF TAX EXPENSE OR BENEFIT.

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.

OMB No. 1545-0047

2010

Open to Public
Inspection

Name of the organization DEMOCRACY PREP PUBLIC SCHOOLS (F/K/A DEMOCRACY BUILDERS)	Employer identification number 20-2629354
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FORM 990, PART VI, SECTION B, LINE 11: FORM 990 IS REVIEWED BY MANAGEMENT AND THE FINANCE COMMITTEE OF THE BOARD OF DIRECTORS FOR APPROVAL. IF CHANGES ARE REQUIRED, THE ORGANIZATION WILL THEN FORWARD TO THE AUDITING FIRM AND A FINAL VERSION WILL BE DISTRIBUTED TO ALL BOARD MEMBERS PRIOR TO THE IRS SUBMISSION.

FORM 990, PART VI, SECTION B, LINE 12C: THE ORGANIZATION SHARES ITS CONFLICT OF INTEREST POLICY WITH BOARD MEMBERS AND OFFICERS ON AN ANNUAL BASIS. OFFICERS, DIRECTORS, AND KEY EMPLOYEES ARE EXPECTED TO DECLARE IF AT ANY POINT A CONFLICT OF INTEREST ARISES.

FORM 990, PART VI, SECTION B, LINE 15: COMPARABLE DATA IS USED BY THE BOARD WHEN DETERMINING THE COMPENSATION OF OFFICERS AND KEY EMPLOYEES.

FORM 990, PART VI, SECTION C, LINE 19: UPON REQUEST, THE ORGANIZATION MAKES AVAILABLE TO THE PUBLIC ITS GOVERNING DOCUMENTS, CONFLICT OF INTEREST POLICY, AND FINANCIAL STATEMENTS.

FORM 990, PART XI, LINE 5, CHANGES IN NET ASSETS:

NET UNREALIZED LOSSES ON INVESTMENTS: -1,670.

FORM 990, PART XII, FINANCIAL STATEMENT AND REPORTING, LINE 2C:
THE ORGANIZATION HAS A FINANCE COMMITTEE THAT IS RESPONSIBLE FOR OVERSIGHT OF THE AUDIT AND SELECTION OF THE INDEPENDENT AUDITOR.

2010 DEPRECIATION AND AMORTIZATION REPORT

FORM 990 PAGE 10

990

Asset No.	Description	Date Acquired	Method	Life	Line No.	Unadjusted Cost Or Basis	Bus % Excl	* Reduction In Basis	Basis For Depreciation	Accumulated Depreciation	Current Sec 179	Current Year Deduction
11	COMPUTER	050410	SL	5.00	16	1,800.			1,800.	60.		360.
12	LAPTOP	070810	SL	5.00	16	3,317.			3,317.			663.
13	APPLE COMPUTER	090110	SL	5.00	16	1,251.			1,251.			209.
14	APPLE LAPTOP	110510	SL	5.00	16	1,914.			1,914.			255.
15	COMPUTER SOFTWARE FOR MAC	110510	SL	5.00	16	126.			126.			17.
16	DIGITAL CAMERAS	110510	SL	5.00	16	1,760.			1,760.			205.
17	HARD DRIVE FOR MAC	030111	SL	5.00	16	79.			79.			9.
18	14 APPLE LAPTOPS SOFTWARE UPGRADE	040111	SL	5.00	16	11,212.			11,212.			561.
19	FOR MAC	040611	SL	5.00	16	1,149.			1,149.			57.
20	BICYCLES	050111	SL	5.00	16	2,099.			2,099.			70.
	* TOTAL 990 PAGE 10 DEPR					24,707.		0.	24,707.	60.	0.	2,406.

Depreciation and Amortization 990 (Including Information on Listed Property)

2010

Department of the Treasury Internal Revenue Service (99)

See separate instructions. Attach to your tax return.

Attachment Sequence No. 67

Name(s) shown on return

Business or activity to which this form relates

Identifying number

DEMOCRACY PREP PUBLIC SCHOOLS (F/K/A DEMOCRACY BUILDERS)

FORM 990 PAGE 10

20-2629354

Part I Election To Expense Certain Property Under Section 179 Note: If you have any listed property, complete Part V before you complete Part I.

Table with 5 columns: Line number, Description, Amount, and sub-headers (a) Description of property, (b) Cost, (c) Elected cost. Includes lines 1-13.

Note: Do not use Part II or Part III below for listed property. Instead, use Part V.

Part II Special Depreciation Allowance and Other Depreciation (Do not include listed property.)

Table with 3 columns: Line number, Description, Amount. Includes lines 14-16.

Part III MACRS Depreciation (Do not include listed property.) (See instructions.)

Section A

Table with 3 columns: Line number, Description, Amount. Includes lines 17-18.

Section B - Assets Placed in Service During 2010 Tax Year Using the General Depreciation System

Table with 7 columns: (a) Classification of property, (b) Month and year placed in service, (c) Basis for depreciation, (d) Recovery period, (e) Convention, (f) Method, (g) Depreciation deduction. Includes lines 19a-i.

Section C - Assets Placed in Service During 2010 Tax Year Using the Alternative Depreciation System

Table with 7 columns: Line number, Description, Amount, and sub-headers (a) Classification of property, (b) Month and year placed in service, (c) Basis for depreciation, (d) Recovery period, (e) Convention, (f) Method, (g) Depreciation deduction. Includes lines 20a-c.

Part IV Summary (See instructions.)

Table with 3 columns: Line number, Description, Amount. Includes lines 21-23.

**DEMOCRACY PREP PUBLIC SCHOOLS
(F / K / A DEMOCRACY BUILDERS)**

Part V Listed Property (Include automobiles, certain other vehicles, certain computers, and property used for entertainment, recreation, or amusement.)

Note: For any vehicle for which you are using the standard mileage rate or deducting lease expense, complete only 24a, 24b, columns (a) through (c) of Section A, all of Section B, and Section C if applicable.

Section A - Depreciation and Other Information (Caution: See the instructions for limits for passenger automobiles.)

24a Do you have evidence to support the business/investment use claimed? Yes No **24b** If "Yes," is the evidence written? Yes No

(a) Type of property (list vehicles first)	(b) Date placed in service	(c) Business/ investment use percentage	(d) Cost or other basis	(e) Basis for depreciation (business/investment use only)	(f) Recovery period	(g) Method/ Convention	(h) Depreciation deduction	(i) Elected section 179 cost
--	-------------------------------------	--	-------------------------------	--	---------------------------	------------------------------	----------------------------------	---------------------------------------

25 Special depreciation allowance for qualified listed property placed in service during the tax year and used more than 50% in a qualified business use **25**

26 Property used more than 50% in a qualified business use:

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)
	:	%						
	:	%						
	:	%						

27 Property used 50% or less in a qualified business use:

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)
	:	%				S/L -		
	:	%				S/L -		
	:	%				S/L -		

28 Add amounts in column (h), lines 25 through 27. Enter here and on line 21, page 1 **28**

29 Add amounts in column (i), line 26. Enter here and on line 7, page 1 **29**

Section B - Information on Use of Vehicles

Complete this section for vehicles used by a sole proprietor, partner, or other "more than 5% owner," or related person. If you provided vehicles to your employees, first answer the questions in Section C to see if you meet an exception to completing this section for those vehicles.

	(a) Vehicle		(b) Vehicle		(c) Vehicle		(d) Vehicle		(e) Vehicle		(f) Vehicle	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
30 Total business/investment miles driven during the year (do not include commuting miles)												
31 Total commuting miles driven during the year												
32 Total other personal (noncommuting) miles driven												
33 Total miles driven during the year. Add lines 30 through 32												
34 Was the vehicle available for personal use during off-duty hours?												
35 Was the vehicle used primarily by a more than 5% owner or related person?												
36 Is another vehicle available for personal use?												

Section C - Questions for Employers Who Provide Vehicles for Use by Their Employees

Answer these questions to determine if you meet an exception to completing Section B for vehicles used by employees who are not more than 5% owners or related persons.

	Yes	No
37 Do you maintain a written policy statement that prohibits all personal use of vehicles, including commuting, by your employees?		
38 Do you maintain a written policy statement that prohibits personal use of vehicles, except commuting, by your employees? See the instructions for vehicles used by corporate officers, directors, or 1% or more owners		
39 Do you treat all use of vehicles by employees as personal use?		
40 Do you provide more than five vehicles to your employees, obtain information from your employees about the use of the vehicles, and retain the information received?		
41 Do you meet the requirements concerning qualified automobile demonstration use?		

Note: If your answer to 37, 38, 39, 40, or 41 is "Yes," do not complete Section B for the covered vehicles.

Part VI Amortization

(a) Description of costs	(b) Date amortization begins	(c) Amortizable amount	(d) Code section	(e) Amortization period or percentage	(f) Amortization for this year
42 Amortization of costs that begins during your 2010 tax year:	:				
	:				
43 Amortization of costs that began before your 2010 tax year					43
44 Total. Add amounts in column (f). See the instructions for where to report					44

Form CHAR500	Annual Filing for Charitable Organizations New York State Department of Law (Office of the Attorney General) Charities Bureau - Registration Section 120 Broadway New York, NY 10271 http://www.charitiesnys.com	2010
This form used for Article 7-A, EPTL and dual filers (replaces forms CHAR 497, CHAR 010 and CHAR 006)		Open to Public Inspection

1. General Information			
a. For the fiscal year beginning (mm/dd/yyyy) 07/01/2010 and ending (mm/dd/yyyy) 06/30/2011			
b. Check if applicable for NYS: <input type="checkbox"/> Address change <input checked="" type="checkbox"/> Name change <input type="checkbox"/> Initial filing <input type="checkbox"/> Final filing <input type="checkbox"/> Amended filing <input type="checkbox"/> NY registration pending	c. Name of organization DEMOCRACY PREP PUBLIC SCHOOLS (F/K/A DEMOCRACY BUILDERS)		d. Fed. employer ID no. (EIN) 20-2629354
	e. NY State registration no. 40-25-99		
	f. Telephone number 212 281-1248		
	g. Email		
Number and street (or P.O. box if mail not delivered to street address) 207 WEST 133RD STREET		Room/suite 202	
City or town, state or country and ZIP + 4 NEW YORK, NY 10030			

2. Certification - Two Signatures Required			
We certify under penalties of perjury that we reviewed this report, including all attachments, and to the best of our knowledge and belief, they are true, correct and complete in accordance with the laws of the State of New York applicable to this report.			
a. President or Authorized Officer	SETH ANDREW	SUPERINTENDENT	
	Signature	Printed Name	Title
b. Chief Financial Officer or Treas.			Date
	Signature	Printed Name	Title
			Date

3. Annual Report Exemption Information	
a. Article 7-A annual report exemption (Article 7-A registrants and dual registrants) Check <input type="checkbox"/> if total contributions from NY State (including residents, foundations, corporations, government agencies, etc.) did not exceed \$25,000 and the organization did not engage a professional fund raiser (PFR) or fund raising counsel (FRC) to solicit contributions during this fiscal year. NOTE: An organization may claim this exemption if no PFR or FRC was used and either: 1) it received an allocation from a federated fund, United Way or incorporated community appeal and contributions from other sources did not exceed \$25,000 or 2) it received all or substantially all of its contributions from one government agency to which it submitted an annual report similar to that required by Article 7-A.	
b. EPTL annual report exemption (EPTL registrants and dual registrants) Check <input type="checkbox"/> if gross receipts did not exceed \$25,000 and assets (market value) did not exceed \$25,000 at any time during this fiscal year.	
For EPTL or Article 7-A registrants claiming the annual report exemption under the one law under which they are registered and for dual registrants claiming the annual report exemptions under both laws, simply complete part 1 (General Information), part 2 (Certification) and part 3 (Annual Report Exemption Information) above. Do not submit a fee, do not complete the following schedules and do not submit any attachments to this form.	

4. Article 7-A Schedules	
If you did not check the Article 7-A annual report exemption above, complete the following for this fiscal year:	
a. Did the organization use a professional fund raiser, fund raising counsel or commercial co-venturer for fund raising activity in NY State? ... <input type="checkbox"/> Yes* <input checked="" type="checkbox"/> No	
* If "Yes", complete Schedule 4a.	
b. Did the organization receive government contributions (grants)? <input type="checkbox"/> Yes* <input checked="" type="checkbox"/> No	
* If "Yes", complete Schedule 4b.	

5. Fee Submitted: See last page for summary of fee requirements.	
Indicate the filing fee(s) you are submitting along with this form:	
a. Article 7-A filing fee	\$ <u>25.</u>
b. EPTL filing fee	\$ <u>100.</u>
c. Total fee	\$ <u>125.</u>
Submit only one check or money order for the total fee, payable to "NYS Department of Law"	

6. Attachments - For organizations that are not claiming annual report exemptions under both laws, see last page for required attachments ▶▶▶

DEMOCRACY PREP PUBLIC SCHOOLS (F/K/A DEMOCRACY BUILDERS)

5. Fee Instructions

The filing fee depends on the organization's Registration Type. For details on Registration Type and filing fees, see the Instructions for Form CHAR500.

Organization's Registration Type Fee Instructions

- **Article 7-A** Calculate the Article 7-A filing fee using the table in **part a** below. The EPTL filing fee is \$0.
- **EPTL** Calculate the EPTL filing fee using the table in **part b** below. The Article 7-A filing fee is \$0.
- **Dual** Calculate both the Article 7-A and EPTL filing fees using the tables in **parts a and b** below. Add the Article 7-A and EPTL filing fees together to calculate the total fee. Submit a **single** check or money order for the total fee.

a) Article 7-A filing fee

Total Support & Revenue	Article 7-A Fee
more than \$250,000	\$25
up to \$250,000 *	\$10

* Any organization that contracted with or used the services of a professional fund raiser (PFR) or fund raising counsel (FRC) during the reporting period must pay an Article 7-A filing fee of \$25, regardless of total support and revenue.

b) EPTL filing fee

Net Worth at End of Year	EPTL Fee
Less than \$50,000	\$25
\$50,000 or more, but less than \$250,000	\$50
\$250,000 or more, but less than \$1,000,000	\$100
\$1,000,000 or more, but less than \$10,000,000	\$250
\$10,000,000 or more, but less than \$50,000,000	\$750
\$50,000,000 or more	\$1500

6. Attachments - Document Attachment Check-List

Check the boxes for the documents you are attaching.

For All Filers

Filing Fee

Single check or money order payable to "NYS Department of Law"

Copies of Internal Revenue Service Forms

<input checked="" type="checkbox"/> IRS Form 990 <input checked="" type="checkbox"/> All required schedules (including Schedule B) <input type="checkbox"/> IRS Form 990-T	<input type="checkbox"/> IRS Form 990-EZ <input type="checkbox"/> All required schedules (including Schedule B) <input type="checkbox"/> IRS Form 990-T	<input type="checkbox"/> IRS Form 990-PF <input type="checkbox"/> All required schedules (including Schedule B) <input type="checkbox"/> IRS Form 990-T
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Additional Article 7-A Document Attachment Requirement

Independent Accountant's Report

Audit Report (total support & revenue more than \$250,000)

Review Report (total support & revenue \$100,001 to \$250,000)

No Accountant's Report Required (total support & revenue not more than \$100,000)

DEMOCRACY PREPARATORY CHARTER SCHOOL

MANAGEMENT LETTER

JUNE 30, 2012

FRUCHTER ROSEN & COMPANY, P.C.
CERTIFIED PUBLIC ACCOUNTANTS
156 WEST 56TH STREET
NEW YORK, NEW YORK 10019

TEL: (212) 957-3600
FAX: (212) 957-3696

October 29, 2012

Audit Committee of the Board of Trustees of
Democracy Preparatory Charter School
207 West 133rd Street
New York, NY 10030

In planning and performing our audit of the financial statements of Democracy Preparatory Charter School (the "School") as of and for the year ended June 30, 2012, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be significant deficiencies or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified. We did not identify any deficiencies in internal control that we consider to be material weaknesses.

Exhibit I summarizes the corrective action not taken by the School for the year ended June 30, 2012 on the prior year's observation. Management's response to the observation has not been subjected to the auditing procedures applied in the audit of the financial statements and accordingly, we express no opinion on it.

Audit Committee of the Board of Trustees of
Democracy Preparatory Charter School

This communication is intended solely for the information and use of management, Board of Trustees, federal, state and local awarding agencies, The Department of Education of the City of New York, The State Education Department of the State University of New York, and others within the School and is not intended to be and should not be used by anyone other than these specified parties.

We already discussed these comments and suggestions with management. We would be pleased to discuss these comments with you at greater length and assist you in the implementation of any of our recommendations should you desire.

We appreciate your cooperation and the assistance we received during the course of our audit.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 29, 2012

DEMOCRACY PREPARATORY CHARTER SCHOOL
MANAGEMENT LETTER
JUNE 30, 2012

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EXHIBIT I – CORRECTIVE ACTION NOT TAKEN ON PRIOR YEAR OBSERVATION

- A. Supporting Documentation for Credit Cards 1

DEMOCRACY PREPARATORY CHARTER SCHOOL
MANAGEMENT LETTER

EXHIBIT I – CORRECTIVE ACTION NOT TAKEN ON PRIOR YEAR OBSERVATION

In conjunction with performing the audit of the School’s financial statements for the year ended June 30, 2012 we followed up on the status of implementation of audit recommendations made for the year ended June 30, 2011. The status update on those matters is summarized below.

A. SUPPORTING DOCUMENTATION FOR CREDIT CARDS

Observation

During our 2011 audit, we reviewed four monthly credit card statements issued to authorized School personnel. We noted that a substantial portion of credit card payments were not adequately supported by receipts, invoices, and other documentation.

Recommendation

To strengthen internal controls over disbursements, especially the credit card transactions, it is recommended that appropriate support be provided and maintained for all disbursements.

Current Year Status

During our 2012 audit, we reviewed five monthly credit card statements issued to authorized School personnel. Even though the School improved in maintaining adequate support for credit card receipts; there remains a significant portion that was not adequately supported by receipts, invoices, and other documentation.

Updated Management’s Response

Management is in agreement and will continue to increase our enforcement of credit card receipt and documentation policy.

DEMOCRACY PREPARATORY CHARTER SCHOOL
(A Not-For-Profit Corporation)

FINANCIAL STATEMENTS

JUNE 30, 2012 AND 2011

DEMOCRACY PREPARATORY CHARTER SCHOOL
(A Not-For-Profit Corporation)
FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

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FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

156 WEST 56TH STREET

NEW YORK, NEW YORK 10019

TEL: (212) 957-3600

FAX: (212) 957-3696

INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES OF
DEMOCRACY PREPARATORY CHARTER SCHOOL

We have audited the accompanying statement of financial position of Democracy Preparatory Charter School (the "School") (a not-for-profit corporation) as of June 30, 2012, and the related statements of activities, and cash flows for the year then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior period summarized comparative information has been derived from the School's 2011 financial statements and, in our report dated October 25, 2011, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America, and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2012, and the changes in its net assets and its cash flows for the year then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 29, 2012 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and on compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audits.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 29, 2012

DEMOCRACY PREPARATORY CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF FINANCIAL POSITION
JUNE 30,

	2012	2011
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 945,208	\$ 1,035,017
Grants and contracts receivable	197,831	392,074
Due from related parties	526,620	195,302
Prepaid expenses	61,823	33,444
Total current assets	1,731,482	1,655,837
Property and equipment, net of accumulated depreciation and amortization of \$598,513 and \$375,273, respectively	861,963	1,000,507
Security deposit	300,000	300,000
Restricted cash	70,864	70,634
TOTAL ASSETS	\$ 2,964,309	\$ 3,026,978
 LIABILITIES AND UNRESTRICTED NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	\$ 539,509	\$ 523,283
Accrued payroll and payroll taxes	393,292	467,866
Total current liabilities	932,801	991,149
Deferred rent	372,710	464,366
Total liabilities	1,305,511	1,455,515
Unrestricted net assets	1,658,798	1,571,463
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	\$ 2,964,309	\$ 3,026,978

The accompanying notes are an integral part of the financial statements.

DEMOCRACY PREPARATORY CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30,

	2012	2011
Revenue and support:		
State and local per pupil operating revenue	\$ 8,463,156	\$ 7,015,514
Federal grants	262,247	309,878
State and city grants	42,554	197,173
Contributions and grants	220,938	848,601
Fundraising	68,158	97,764
Donated services	390,393	14,035
Interest and other income	19,674	9,616
Total revenue and support	9,467,120	8,492,581
Expenses:		
Program services:		
Regular education	7,126,463	6,244,424
Special education	950,117	986,629
Total program services	8,076,580	7,231,053
Supporting services:		
Management and general	1,195,462	947,865
Fundraising	107,743	88,318
Total expenses	9,379,785	8,267,236
Changes in net assets	87,335	225,345
Unrestricted net assets - beginning of year	1,571,463	1,346,118
Unrestricted net assets - end of year	\$ 1,658,798	\$ 1,571,463

The accompanying notes are an integral part of the financial statements.

DEMOCRACY PREPARATORY CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30,

	2012	2011
CASH FLOWS FROM OPERATING ACTIVITIES		
Changes in unrestricted net assets	\$ 87,335	\$ 225,345
Adjustments to reconcile changes in unrestricted net assets to net cash (used in) provided by operating activities:		
Depreciation and amortization	223,240	204,011
Changes in certain assets and liabilities:		
Decrease (Increase) in grants and contracts receivable	194,243	(15,906)
(Increase) in due from related parties	(331,318)	(115,992)
(Increase) Decrease in prepaid expenses	(28,379)	55,914
(Increase) in restricted cash	(230)	(371)
(Decrease) Increase in accounts payable and accrued expenses	16,226	374,247
(Decrease) Increase in accrued payroll and payroll taxes	(74,574)	20,724
(Decrease) in refundable advances	-	(30,168)
Increase in deferred rent	(91,656)	133,643
NET CASH (USED IN) PROVIDED BY OPERATING ACTIVITIES	(5,113)	851,447
CASH FLOWS FROM INVESTING ACTIVITY		
Purchase of property and equipment	(84,696)	(690,437)
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(89,809)	161,010
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	1,035,017	874,007
CASH AND CASH EQUIVALENTS - END OF YEAR	\$ 945,208	\$ 1,035,017

The accompanying notes are an integral part of the financial statements.

DEMOCRACY PREPARATORY CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Organization

Democracy Preparatory Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated on December 9, 2005 to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on December 9, 2005 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The School renewed its charter for an additional five-year term. The School is dedicated to providing a high quality college preparatory education to primarily disadvantaged students. Classes commenced in Harlem, New York, in August 2007, and the School provided education to approximately 560 students in grades sixth through eleventh during the 2011-2012 academic year.

Food Services

The New York City Department of Education provides free lunches directly to a majority of the School's students. Such costs are not included in these financial statements. The School covers the cost of lunches for children not entitled to the free lunches.

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii). The School is subject to income taxes only on net unrelated business income. The School did not have any unrelated business income for the years ended June 30, 2012 and 2011.

The School's accounting policy provides that a tax expense or benefit from an uncertain tax position may be recognized when it is more likely than not that the position will be sustained upon examination, including resolutions of any related appeals or litigation processes, based on the technical merits. The School has no uncertain tax positions resulting in an accrual of tax expense or benefit.

IRS forms 990 filed by the School are subject to examination by the Internal Revenue Service up to three years from the extended due date of each return. All forms 990 filed by the School are subject to examination.

DEMOCRACY PREPARATORY CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Presentation

The financial statement presentation follows the requirements of the Financial Accounting Standards Board (“FASB”) in its Accounting Standards Codification (“ASC”) No. 958-205 which provides guidance for the classification of net assets. The amounts for each of the three classes of net assets are based on the existence or absence of donor-imposed restrictions described as follows:

Unrestricted

Net assets of the School whose use has not been restricted by an outside donor or by law. They are available for any use in carrying out the operations of the School.

Temporarily Restricted

Net assets of the School whose use has been limited by donor-imposed stipulations that either expire with the passage of time or can be fulfilled and removed by actions of the School. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets, as net assets released from restrictions

Permanently Restricted

Net assets of the School whose use has been permanently limited by donor-imposed restrictions. Such assets include contributions required to be invested in perpetuity, the income from which is available to support charitable purposes designated by the donors.

The School has no temporarily or permanently restricted net assets at June 30, 2012 and 2011.

Revenue and Support

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as temporarily restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the school’s current year activities are recorded as unrestricted revenue. Contributions of assets other than cash are recorded at their estimated fair value.

Revenue from the state and local government resulting from the School’s charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency.

DEMOCRACY PREPARATORY CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Presentation (continued)

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Cash and Cash Equivalents

For the purpose of the statement of cash flows, the School considers all highly liquid debt instruments purchased with a maturity of three months or less to be cash equivalents.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk are cash and cash equivalents. The School places its cash and cash equivalents on deposit in what it believes to be highly credited financial institutions. Cash balances may exceed the FDIC insured levels of \$250,000 per institution at various times during the year. The School believes that there is little risk in any losses and has not experienced any losses in such accounts.

Restricted Cash

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution should it occur.

Property and Equipment

Purchased property and equipment are recorded at cost. Maintenance and repairs are expensed as incurred. Depreciation and amortization is provided on the straight line method over the estimated useful lives as follows:

Equipment	5 years
Furniture and fixtures	7 years
Software	3 years
Leasehold improvements	20 years

Refundable Advances

The School records certain government operating revenue as refundable advances until related services are performed, at which time they are recognized as revenue.

DEMOCRACY PREPARATORY CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Comparative Financial Information

The accompanying statements of activities and functional expenses are presented with summarized comparative information. Such prior year information is not presented by net asset class in the statement of activities or by functional category in the schedule of functional expenses. Accordingly, such information should be read in conjunction with the School's 2011 financial statements from which the summarized information was derived.

Reclassifications

Certain 2011 accounts have been reclassified to conform to the 2012 financial statement presentation. The reclassifications have no effect on 2011 total assets, liabilities, net assets and change in net assets.

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

Grants and contracts receivable consist of federal and state entitlements and private grants. The School expects to collect these receivables within one year.

NOTE 3 - PROPERTY AND EQUIPMENT

Property and equipment consists of the following at June 30,:

	<u>2012</u>	<u>2011</u>
Equipment	\$ 504,856	\$ 504,856
Furniture and fixtures	198,678	180,526
Software	64,695	53,499
Leasehold improvements	365,654	331,940
Construction in progress	<u>326,593</u>	<u>304,959</u>
	1,460,476	1,375,780
Less: Accumulated depreciation and amortization	<u>598,513</u>	<u>375,273</u>
	<u>\$ 861,963</u>	<u>\$ 1,000,507</u>

Depreciation and amortization expense was \$223,240 and \$204,011 for the years ended June 30, 2012 and 2011, respectively.

Construction in progress consists of architect and other costs associated with facility improvements.

DEMOCRACY PREPARATORY CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

NOTE 4 - RELATED PARTY TRANSACTIONS

The School is an affiliate of Democracy Prep Public Schools (“DPPS”), a New York State not-for-profit charter management organization. The School entered into a management agreement with DPPS to assume responsibility for the School’s educational process, management and operations. As compensation to DPPS for these services rendered, the School shall pay to DPPS an annual fee equal to 13% of the School’s non-competitive public revenue. For the year ended June 30, 2012 the annual fee changed to 12.5%. For the years ended June 30, 2012 and 2011, the School incurred \$1,090,675 and \$956,453 in management fees, respectively. In addition, DPPS shares operational expenses with the School. For the years ended June 30, 2012 and 2011, the School billed DPPS for net shared operational expenses amounting to \$347,604 and \$296,019, respectively.

For operational efficiency and purchasing power, the School also shares expenses with two other charter schools related by common management. Democracy Preparatory Harlem Charter School (“DPH”) and Harlem Prep Charter School (“HPCS”), both New York State not-for-profit organizations and managed by DPPS.

For the years ended June 30, 2012 and June 30, 2011, the School billed HPCS for net shared operational expenses amounting to \$66,272 and \$-0-, respectively.

For the years ended June 30, 2012 and June 30, 2011, the School billed DPH for net shared operational expenses amounting to and \$111,203 and \$222,461, respectively.

In addition, the School shares salaries and other expenses with DPH and HPCS. The School billed DPH \$98,209 and \$-0- for the years ended June 30, 2012 and 2011, respectively. The School also billed HPCS \$40,175 and \$-0- for the years ended June 30, 2012 and 2011, respectively.

The School is an affiliate of Democracy Builders, Inc. (“DBI”), a 501(c)(4) national advocacy organization that organizes parents to advocate for better school choices and educational outcomes for the children in their communities. The School entered into a consulting agreement with DBI to conduct charitable, scientific and educational activities. For the years ended June 30, 2012 and 2011 the School incurred \$75,000 and \$-0- in consulting fees, respectively. In addition, DBI shares operational expenses with the School. For the years ended June 30, 2012 and 2011, the School billed DBI for net shared operational expenses of \$24,642 and \$-0-, respectively.

Balance due from related parties consisted of the following at June 30,:

	<u>2012</u>	<u>2011</u>
DPPS	\$ 325,337	\$ 111,333
DBI	24,642	-
HPCS	87,498	83,969
DPH	89,143	-
Net amounts due from related parties	<u>\$ 526,620</u>	<u>\$ 195,302</u>

DEMOCRACY PREPARATORY CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

NOTE 5 - REVENUE CONCENTRATION

The School receives a substantial portion of its support and revenue from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

NOTE 6 - FUNCTIONAL ALLOCATION OF EXPENSE

Directly identifiable expenses are charged to programs and supporting services. Expenses related to more than one function are charged to programs and supporting services on the basis of periodic time and expense studies. Management and general expense includes those expenses that are not directly identifiable with any other specific function, but provide for the overall support and direction of the School.

NOTE 7 - CONTINGENCY

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursements. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE 8 - DONATED SERVICES

Donated services are recognized as contributions in accordance with FASB ASC 605, "Accounts for Contributions Received and Contributions Made," if the services (a) create or enhance non-financial assets or (b) require specialized skills, are performed by people with those skills, and would otherwise be purchased by the School.

One entity has provided legal services to the School at no charge. The value of these services meets the criteria for recognition in the financial statements and was recorded at fair value of \$390,393 and \$14,035 for the years ended June 30, 2012 and 2011, respectively.

School Facility

On October 1, 2007, the School entered into a triple-net sublease agreement with Civic Builders Property Holding Corp. ("Sub-landlord") for new facilities at St. Philips Church. The School also entered into license agreements for the use of the undercroft, the elevator and additional classroom space. On August 25, 2008, the School occupied the space. The sublease provides that the school pays a monthly base rent plus triple-net charges for the School's share of expenses related to the lease property. The term of the sublease is twenty two years from the commencement date.

DEMOCRACY PREPARATORY CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

NOTE 9 - COMMITMENTS

Commencing on November 1, 2009, and on each subsequent November 1, the School shall pay the Sublandlord the lesser of 50% of any School surplus (shown on the annual audited financial statement of the School for the immediately prior fiscal year), or any amount equal to 3/7th of the principal amount of the equity investment made by the Sublandlord as of the date of the date of final completion of Tenant’s work. For the years ended June 30, 2012 and 2011, the School incurred \$87,334 and \$225,345, respectively in connection with the 50% surplus payment to the sub-landlord which is included in accounts payable and accrued expenses in the statement of financial position.

Future minimum lease payments are as follows:

Year ending June 30, 2013	\$ 818,322
2014	835,896
2015	833,504
2016	3,354,645
2017	300,577
Thereafter	<u>5,045,848</u>
	<u>\$ 11,188,791</u>

The School recognizes rent expense on a straight-line basis. Rent expense in excess of payments is recorded as deferred rent in the accompanying statements of financial position. Rent expense under the operating lease for the years ended June 30, 2012 and 2011 amounted to \$685,346 and \$589,209, respectively.

Leased Equipment

The School leases office equipment under non-cancelable lease agreements expiring on various dates through October 2015.

The future minimum lease payments are as follows:

Year ending June 30, 2013	\$ 85,468
2014	70,379
2015	50,800
2016	<u>6,676</u>
	<u>\$ 213,323</u>

Equipment rental expense was \$76,644 and \$72,122 for the years ended June 30, 2012 and 2011, respectively. During the year ending June 30, 2012, DPH, a related party school by common management (see note 4), began to share the cost for one of the equipment leases.

DEMOCRACY PREPARATORY CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

NOTE 10 - RETIREMENT PLAN

The School maintains a retirement plan qualified under Internal Revenue Code 403(b), for the benefit of its eligible employees. Under the plan, the School will match employee contributions up to 5% of annual compensation. Employer match for the years ended June 30, 2012 and 2011 amounted to \$139,285 and \$112,149, respectively.

NOTE 11 - SUBSEQUENT EVENTS

The School has evaluated its subsequent events through October 29, 2012, the date that the accompanying financial statements were issued. The School has no material events requiring disclosure other than as noted below.

Effective July 1, 2012, the School entered into a sublease rental agreement with Democracy Prep Harlem Charter School for use of office and classroom facilities at St. Philips Church. The term shall end on the earlier of June 30, 2017, or the date on which the sublease agreement is terminated by either party.

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CERTIFIED PUBLIC ACCOUNTANTS

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INDEPENDENT AUDITORS' REPORT
ON SUPPLEMENTARY INFORMATION

TO THE BOARD OF TRUSTEES OF
DEMOCRACY PREPARATORY CHARTER SCHOOL

We have audited the financial statements Democracy Preparatory Charter School as of and for the year ended June 30, 2012, and have issued our report thereon dated October 29, 2012, which contained an unqualified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses is presented for the purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 29, 2012

DEMOCRACY PREPARATORY CHARTER SCHOOL
(A Not-For-Profit Corporation)
SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30,

	2012						2011
	Program Services			Management and		Total	
	Regular Education	Special Education	Total	General	Fundraising		
Salaries	\$ 3,596,575	\$ 493,403	\$ 4,089,978	\$ 340,689	\$ 19,914	\$ 4,450,581	\$ 4,046,464
Employee benefits and payroll taxes	716,282	98,265	814,547	67,851	3,966	886,364	766,541
Donated legal fees	-	-	-	390,393	-	390,393	14,035
Audit fees	-	-	-	15,250	-	15,250	15,000
Professional fees	837,108	99,433	936,541	189,843	76,570	1,202,954	991,416
Professional development	133,196	15,821	149,017	-	-	149,017	89,313
Advertising and recruiting	26,285	3,122	29,407	-	-	29,407	13,383
Office supplies and instructional materials	486,273	57,760	544,033	15,696	-	559,729	582,889
Conferences and meetings	-	-	-	11,952	-	11,952	1,163
Food service	13,469	1,600	15,069	14,928	-	29,997	22,771
Insurance	41,169	5,648	46,817	3,900	228	50,945	44,427
Facility expense	794,727	109,026	903,753	75,281	4,400	983,434	956,043
Repairs and maintenance	138,569	19,010	157,579	13,127	767	171,473	377,291
Printing and postage	-	-	-	16,453	-	16,453	11,436
Telephone and communication	162,406	22,280	184,686	15,383	899	200,968	127,899
Travel	-	-	-	6,654	-	6,654	2,742
Depreciation and amortization	180,404	24,749	205,153	17,088	999	223,240	204,011
Miscellaneous	-	-	-	974	-	974	412
Total	<u>\$ 7,126,463</u>	<u>\$ 950,117</u>	<u>\$ 8,076,580</u>	<u>\$ 1,195,462</u>	<u>\$ 107,743</u>	<u>\$ 9,379,785</u>	<u>\$ 8,267,236</u>

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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE
AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

TO THE BOARD OF TRUSTEES OF
DEMOCRACY PREPARATORY CHARTER SCHOOL

We have audited the financial statements of Democracy Preparatory Charter School (the “School”) as of and for the year ended June 30, 2012 , and have issued our report thereon dated October 29, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audit, we considered the School’s internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School’s internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School’s internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

TO THE BOARD OF TRUSTEES OF
DEMOCRACY PREPARATORY CHARTER SCHOOL

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that were reported to the management of the School in a separate letter dated October 29, 2012.

This report is intended solely for the information and use of management, Board of Trustees, federal, state and local awarding agencies, The Department of Education of the City of New York, The State Education Department of the State University of New York, and others within the School and is not intended to be and should not be used by anyone other than these specified parties.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 29, 2012

DEMOCRACY PREPARATORY HARLEM CHARTER SCHOOL

MANAGEMENT LETTER

JUNE 30, 2012

FRUCHTER ROSEN & COMPANY, P.C.
CERTIFIED PUBLIC ACCOUNTANTS
156 WEST 56TH STREET
NEW YORK, NEW YORK 10019

TEL: (212) 957-3600
FAX: (212) 957-3696

October 25, 2012

Board of Trustees
Democracy Preparatory Harlem Charter School
207 West 133rd Street
New York, 10030

In planning and performing our audit of the financial statements of Democracy Preparatory Harlem Charter School (the "School") as of and for the year ended June 30, 2012, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be significant deficiencies or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified. We did not identify any deficiencies in internal control that we consider to be material weaknesses.

The observation we have identified is described in the attached Exhibit I. We have determined that this observation does not constitute a significant deficiency or material weakness. Management's response to the observation has not been subjected to the auditing procedures applied in the audit of the financial statements and accordingly, we express no opinion on it.

Board of Trustees
Democracy Preparatory Harlem Charter School

This communication is intended solely for the information and use of management, Board of Trustees, federal, state and local awarding agencies, The Department of Education of the City of New York, The State Education Department of the State University of New York, and others within the School and is not intended to be and should not be used by anyone other than these specified parties.

We already discussed these comments and suggestions with management. We would be pleased to discuss these comments with you at greater length and assist you in the implementation of any of our recommendations should you desire.

We appreciate your cooperation and the assistance we received during the course of our audit.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 25, 2012

DEMOCRACY PREPARATORY HARLEM CHARTER SCHOOL
MANAGEMENT LETTER
JUNE 30, 2012

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DEMOCRACY PREPARATORY HARLEM CHARTER SCHOOL
MANAGEMENT LETTER

EXHIBIT I – CURRENT YEAR OBSERVATION

A. INSURANCE COVERAGE

Observation

We noted insurance coverage under personal property is limited to \$250,000. This appears low based on the current cost maintained in your fixed asset register of approximately \$436,000. We also noted insurance coverage under employee theft is limited to \$250,000. This coverage appears low based on the current cash balance maintained in your general ledger of approximately \$1,400,000. Therefore we believe the School is under insured in regards to the above coverage.

Recommendation

We recommend an increase of coverage for personal property to cover, at minimum, the cost maintained in your fixed asset register and an increase of employee dishonesty coverage that covers maximum cash held by the School at any one time during the year or at a minimum of \$1,000,000. In addition, the School should periodically review insurance coverage to ensure proper and adequate means by which to preserve School assets.

Management's Response

Management is in agreement and will begin implementing the recommendation.

DEMOCRACY PREPARATORY
HARLEM CHARTER SCHOOL
(A Not-For-Profit Corporation)

FINANCIAL STATEMENTS

JUNE 30, 2012 AND 2011

DEMOCRACY PREPARATORY HARLEM CHARTER SCHOOL
(A Not-For-Profit Corporation)
FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

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INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES OF
DEMOCRACY PREPARATORY HARLEM CHARTER SCHOOL

We have audited the accompanying statement of financial position of Democracy Preparatory Harlem Charter School (the "School") (a not-for-profit corporation) as of June 30, 2012, and the related statements of activities, and cash flows for the year then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior period summarized comparative information has been derived from the School's 2011 financial statements and, in our report dated October 18, 2011, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America, and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2012, and the changes in its net assets and its cash flows for the year then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 25, 2012 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and on compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audit.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 25, 2012

DEMOCRACY PREPARATORY HARLEM CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF FINANCIAL POSITION
JUNE 30,

	2012	2011
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 1,424,239	\$ 329,626
Grants and contracts receivable	243,430	238,627
Prepaid expenses and other current assets	10,956	2,863
Total current assets	1,678,625	571,116
Property and equipment, net of accumulated depreciation and amortization of \$86,840 and \$26,793, respectively	349,851	121,607
Restricted cash	30,070	20,022
TOTAL ASSETS	\$ 2,058,546	\$ 712,745
 LIABILITIES AND UNRESTRICTED NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	\$ 158,224	\$ 60,513
Accrued payroll and payroll taxes	187,466	117,537
Due to related parties	215,887	121,738
Refundable advances	35,378	8,958
Total current liabilities	596,955	308,746
Unrestricted net assets	1,461,591	403,999
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	\$ 2,058,546	\$ 712,745

The accompanying notes are an integral part of the financial statements.

DEMOCRACY PREPARATORY HARLEM CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF ACTIVITIES

	<u>For the year ended June 30, 2012</u>	<u>For the period from February 9, 2010 (inception) to June 30, 2011</u>
Revenue and support:		
State and local per pupil operating revenue	\$ 3,478,509	\$ 1,844,468
Federal grants	345,139	173,930
Federal E-rate	230,397	50
State and city grants	16,536	106,868
Contributions and grants	286,333	54,000
Donated services	-	6,688
Interest income	3,380	681
Total revenue and support	<u>4,360,294</u>	<u>2,186,685</u>
Expenses:		
Program services:		
Regular education	2,374,537	1,200,965
Special education	576,312	342,064
Total program services	<u>2,950,849</u>	<u>1,543,029</u>
Supporting services:		
Management and general	310,100	218,094
Fundraising	41,753	21,563
Total expenses	<u>3,302,702</u>	<u>1,782,686</u>
Changes in unrestricted net assets	1,057,592	403,999
Unrestricted net assets - beginning of period	<u>403,999</u>	<u>-</u>
Unrestricted net assets - end of period	<u><u>\$ 1,461,591</u></u>	<u><u>\$ 403,999</u></u>

The accompanying notes are an integral part of the financial statements.

DEMOCRACY PREPARATORY HARLEM CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF CASH FLOWS

	<u>For the year ended June 30, 2012</u>	<u>For the period from February 9, 2010 (inception) to June 30, 2011</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Changes in unrestricted net assets	\$ 1,057,592	\$ 403,999
Adjustments to reconcile changes in unrestricted net assets to net cash provided by operating activities:		
Depreciation and amortization	60,047	26,793
Changes in certain assets and liabilities:		
(Increase) in grants and contracts receivable	(4,803)	(238,627)
(Increase) in prepaid expenses and other current assets	(8,093)	(2,863)
(Increase) in restricted cash	(10,048)	(20,022)
Increase in accounts payable and accrued expenses	97,711	60,513
Increase in accrued payroll and payroll taxes	69,929	117,537
Increase in due to related parties	94,149	121,738
Increase in refundable advances	26,420	8,958
	<u>1,382,904</u>	<u>478,026</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	1,382,904	478,026
CASH FLOWS FROM INVESTING ACTIVITY		
Purchase of property and equipment	<u>(288,291)</u>	<u>(148,400)</u>
NET INCREASE IN CASH AND CASH EQUIVALENTS	1,094,613	329,626
CASH AND CASH EQUIVALENTS - BEGINNING OF PERIOD	<u>329,626</u>	<u>-</u>
CASH AND CASH EQUIVALENTS - END OF PERIOD	<u><u>\$ 1,424,239</u></u>	<u><u>\$ 329,626</u></u>

The accompanying notes are an integral part of the financial statements.

DEMOCRACY PREPARATORY HARLEM CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Organization

Democracy Preparatory Harlem Charter School (the “School”) is a New York State, not-for-profit educational corporation that was incorporated to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on February 9, 2010 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The School’s purpose is to educate students by providing them with a demanding academic program that prepares them for success in college and citizenship. Classes commenced in Harlem, New York, in September 2010, and the School provided education to approximately 220 students in the sixth and seventh grades during the 2011-2012 academic year.

The School shares space with a New York City public school. The School is not responsible for rent, utilities, custodial services, maintenance and school safety services other than the security related to the School’s programs that take place outside the district’s school day.

Food Services

The New York City Department of Education provides free lunches directly to a majority of the School’s students. Such costs are not included in these financial statements. The School covers the cost of lunches for children not entitled to the free lunches.

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii). The School is subject to income taxes only on net unrelated business income. The School did not have any unrelated business income for the year ended June 30, 2012 and for the period from February 9, 2010 (inception) to June 30, 2011.

The School’s accounting policy provides that a tax expense or benefit from an uncertain tax position may be recognized when it is more likely than not that the position will be sustained upon examination, including resolutions of any related appeals or litigation processes, based on the technical merits. The School has no uncertain tax positions resulting in an accrual of tax expense or benefit.

IRS forms 990 filed by the School are subject to examination by the Internal Revenue Service up to three years from the extended due date of each return. All forms 990 filed by the School are subject to examination.

DEMOCRACY PREPARATORY HARLEM CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Presentation

The financial statement presentation follows the requirements of the Financial Accounting Standards Board (“FASB”) in its Accounting Standards Codification (“ASC”) No. 958-205 which provides guidance for the classification of net assets. The amounts for each of the three classes of net assets are based on the existence or absence of donor-imposed restrictions described as follows:

Unrestricted

Net assets of the School whose use has not been restricted by an outside donor or by law. They are available for any use in carrying out the operations of the School.

Temporarily Restricted

Net assets of the School whose use has been limited by donor-imposed stipulations that either expire with the passage of time or can be fulfilled and removed by actions of the School. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets, as net assets released from restrictions

Permanently Restricted

Net assets of the School whose use has been permanently limited by donor-imposed restrictions. Such assets include contributions required to be invested in perpetuity, the income from which is available to support charitable purposes designated by the donors.

The School has no temporarily or permanently restricted net assets at June 30, 2012 and 2011.

Revenue and Support

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as temporarily restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the school’s current year activities are recorded as unrestricted revenue. Contributions of assets other than cash are recorded at their estimated fair value.

Revenue from the state and local governments resulting from the School’s charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency.

DEMOCRACY PREPARATORY HARLEM CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Cash and Cash Equivalents

For the purpose of the statement of cash flows, the School considers all highly liquid debt instruments purchased with a maturity of three months or less to be cash equivalents.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk are cash and cash equivalents. The School places its cash and cash equivalents on deposit in what it believes to be highly credited financial institutions. Cash balances may exceed the FDIC insured levels of \$250,000 per institution at various times during the year. The School believes that there is little risk in any losses and has not experienced any losses in such accounts.

Restricted Cash

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution should it occur.

Property and Equipment

Purchased property and equipment are recorded at cost. Maintenance and repairs are expensed as incurred. Depreciation and amortization is provided on the straight line method over the estimated useful lives as follows:

Furniture and fixtures	7 years
Computers and equipment	5 years
Software	3 years

Refundable Advances

The School records certain government grants and contracts as refundable advances and deferred revenue until the related services are performed, at which time it is recognized as revenue.

DEMOCRACY PREPARATORY HARLEM CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Comparative Financial Information

The accompanying statements of activities and functional expenses are presented with summarized comparative information. Such prior year information is not presented by net asset class in the statement of activities or by functional category in the schedule of functional expenses. Accordingly, such information should be read in conjunction with the School's 2011 financial statements from which the summarized information was derived.

Reclassifications

Certain 2011 accounts have been reclassified to conform to the 2012 financial statement presentation. The reclassifications have no effect on 2011 total assets, liabilities, net assets and change in net assets.

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

Grants and contracts receivable consist of federal entitlements and grants. The School expects to collect these receivables within one year.

NOTE 3 - PROPERTY AND EQUIPMENT

Property and equipment consists of the following at June 30,:

	<u>2012</u>	<u>2011</u>
Furniture and fixtures	\$ 15,131	\$ 6,331
Computers and equipment	415,790	136,299
Software	<u>5,770</u>	<u>5,770</u>
	436,691	148,400
Less: Accumulated depreciation and amortization	<u>86,840</u>	<u>26,793</u>
	<u>\$ 349,851</u>	<u>\$ 121,607</u>

Depreciation and amortization expense was \$60,047 and \$26,793 for the year ended June 30, 2012 and for the period from February 9, 2010 (inception) to June 30, 2011, respectively.

NOTE 4 - RELATED PARTY TRANSACTIONS

The School is an affiliate of Democracy Prep Public Schools ("DPPS"), a New York State not-for-profit charter management organization. The School entered into a management agreement with DPPS to assume responsibility for the School's educational process, management and operations. As compensation to DPPS for these services rendered, the School shall pay to DPPS an annual fee equal to 15% of the School's non-competitive public revenue for the period from February 9, 2010 (inception) to June 30, 2011. During the year ended June 30, 2012, the School entered into a new agreement that changed the annual fee to 14.5% and the expiration date to June 30, 2013.

DEMOCRACY PREPARATORY HARLEM CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

NOTE 4 - RELATED PARTY TRANSACTIONS (Continued)

For the year ended June 30, 2012 and for the period from February 9, 2010 (inception) to June 30, 2011, the School incurred \$554,429 and \$305,883 in management fees, respectively.

For operational efficiency and purchasing power, the School also shares expenses with Democracy Preparatory Charter School (“DPCS”) and Harlem Prep Charter School (“HPCS”), both New York State not-for-profit organizations, and managed by DPPS.

For the year ended June 30, 2012 and for the period from February 9, 2010 (inception) to June 30, 2011, DPCS billed the School for net shared operational expenses amounting to \$111,203 and \$222,461, respectively.

For the year ended June 30, 2012 and for the period from February 9, 2010 (inception) to June 30, 2011, the School billed HPCS for net shared operational expenses amounting to \$8,830 and \$-0-, respectively.

In addition, the School shares and pays for salaries and other expenses on behalf of DPCS in the amount of \$98,209 for the year ended June 30, 2012 and \$-0- for the period from February 9, 2010 (inception) to June 30, 2011, respectively.

The School is an affiliate of Democracy Builders, Inc. (“DBI”), a 501(c)(4) national advocacy organization that organizes parents to advocate for better school choices and educational outcomes for the children in their communities. The School entered into a consulting agreement with DBI to conduct charitable, scientific and educational activities. For the year ended June 30, 2012 and for the period from February 9, 2010 (inception) to June 30, 2011, the School incurred \$35,000 and \$-0- in consulting fees, respectively.

Balance due to (from) related parties consisted of the following at June 30,:

	<u>2012</u>	<u>2011</u>
DPPS	\$ 126,436	\$ 37,769
DPCS	89,143	83,969
DBI	8,750	-
HPCS	<u>(8,442)</u>	<u>-</u>
Net amounts due to (from) related parties	<u>\$ 215,887</u>	<u>\$ 121,738</u>

NOTE 5 - REVENUE CONCENTRATION

The School receives a substantial portion of its support and revenue from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School’s finances could be materially adversely affected.

DEMOCRACY PREPARATORY HARLEM CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

NOTE 6 - FUNCTIONAL ALLOCATION OF EXPENSE

Directly identifiable expenses are charged to programs and supporting services. Expenses related to more than one function are charged to programs and supporting services on the basis of periodic time and expense studies. Management and general expense includes those expenses that are not directly identifiable with any other specific function, but provide for the overall support and direction of the School.

NOTE 7 - CONTINGENCY

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursements. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE 8 - DONATED SERVICES

Donated services are recognized as contributions in accordance with FASB ASC 605, "Accounts for Contributions Received and Contributions Made," if the services (a) create or enhance non-financial assets or (b) require specialized skills, are performed by people with those skills, and would otherwise be purchased by the School.

One entity provided legal services to the School at no charge. The value of these services meets the criteria for recognition in the financial statements and was recorded at fair value of \$-0- and \$6,688 for the year ended June 30, 2012 and for the period from February 9, 2010 (inception) to June 30, 2011.

NOTE 9 - RETIREMENT PLAN

The School maintains a pension plan qualified under Internal Revenue Code 403(b), for the benefit of its eligible employees. Under the plan, the School will match employee contributions up to 5% of annual compensation. Employer match was \$42,139 and \$21,280 for the year ended June 30, 2012 and for the period from February 9, 2010 (inception) to June 30, 2011, respectively.

NOTE 10 - SUBSEQUENT EVENTS

The School has evaluated subsequent events through October 25, 2012, the date that the accompanying financial statements were issued. The Company has no material subsequent events requiring disclosure other than as noted below.

Effective July 1, 2012, the School entered into a sublease agreement with Democracy Prep Charter School for use of office and classroom facilities at St. Philips Church. The term shall end on the earlier of June 30, 2017, or the date on which the sublease agreement is terminated by either party.

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INDEPENDENT AUDITORS' REPORT
ON SUPPLEMENTARY INFORMATION

TO THE BOARD OF TRUSTEES OF
DEMOCRACY PREPARATORY HARLEM CHARTER SCHOOL

We have audited the financial statements of Democracy Preparatory Harlem Charter School as of and for the year ended June 30, 2012, and have issued our report thereon dated October 25, 2012, which contained an unqualified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses is presented for the purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 25, 2012

DEMOCRACY PREPARATORY HARLEM CHARTER SCHOOL
(A Not-For-Profit Corporation)
SCHEDULE OF FUNCTIONAL EXPENSES

	For the year ended June 30, 2012					For the period from February 9, 2010 (inception) to June 30, 2011	
	Regular Education	Special Education	Total Program Service	Management and General	Fundraising		Total
Salaries	\$ 1,301,657	\$ 389,040	\$ 1,690,697	\$ 127,540	\$ 10,141	\$ 1,828,378	\$ 1,020,512
Employee benefits and payroll taxes	269,410	35,472	304,882	27,245	1,511	333,638	177,884
Donated legal fees	-	-	-	-	-	-	6,688
Professional fees	393,525	78,018	471,543	92,966	29,471	593,980	310,784
Audit fees	-	-	-	15,357	-	15,357	15,000
Professional development	53,479	10,603	64,082	-	-	64,082	22,738
Advertising and recruiting	11,815	2,342	14,157	-	-	14,157	9,792
Office supplies and instructional materials	223,063	44,223	267,286	13,910	-	281,196	156,243
Conferences and meetings	-	-	-	2,887	-	2,887	1,514
Food service	9,074	1,799	10,873	11,322	-	22,195	6,362
Insurance	12,203	1,607	13,810	1,234	68	15,112	11,176
Facility expense	8,268	1,089	9,357	837	46	10,240	2,765
Printing and postage	-	-	-	888	-	888	342
Telephone and communication	43,556	5,735	49,291	4,406	244	53,941	11,281
Travel	-	-	-	5,474	-	5,474	342
Depreciation and amortization	48,487	6,384	54,871	4,904	272	60,047	26,793
Miscellaneous	-	-	-	1,130	-	1,130	2,470
Total	\$ 2,374,537	\$ 576,312	\$ 2,950,849	\$ 310,100	\$ 41,753	\$ 3,302,702	\$ 1,782,686

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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE
AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

TO THE BOARD OF TRUSTEES OF
DEMOCRACY PREPARATORY HARLEM CHARTER SCHOOL

We have audited the financial statements of Democracy Preparatory Harlem Charter School (the "School") as of and for the year ended June 30, 2012 and for the period from February 9, 2010 (inception) to June 30, 2011, and have issued our report thereon dated October 25, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

TO THE BOARD OF TRUSTEES OF
DEMOCRACY PREPARATORY HARLEM CHARTER SCHOOL

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of the School in a separate letter dated October 25, 2012.

This report is intended solely for the information and use of management, Board of Trustees, federal, state and local awarding agencies, The Department of Education of the City of New York, The State Education Department of the State University of New York, and others within the School and is not intended to be and should not be used by anyone other than these specified parties.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 25, 2012

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October 25, 2012

To the Audit Committee of the Board of Trustees
Harlem Prep Charter School
(F/K/A Harlem Day Charter School)

We have audited the financial statements of Harlem Prep Charter School (F/K/A Harlem Day Charter School) (the "School") for the year ended June 30, 2012, and have issued our report thereon dated October 25, 2012. Professional standards require that we provide you with the following information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards*, as well as certain information related to our audit.

Our Responsibility under U.S. Generally Accepted Auditing Standards

As stated in our engagement letter dated April 12, 2012, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities.

As part of our audit, we will consider the internal control of the School. Such considerations will be solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control. As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we performed test of the School's compliance with certain provisions of laws, regulations, contracts, and grants. However, the objective of our tests was not to provide an opinion on compliance with such provisions.

Planned Scope of the Audit

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit involved judgment about the number of transactions to be examined and the areas to be tested.

Our audit includes obtaining an understanding of the School and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Material misstatements may result from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the School. We will communicate any internal control related matters that are required to be communicated under professional standards.

We performed our audit according to the plan previously communicated to you in our engagement letter. Discussions were held with management on various dates throughout the audit process.

Other Information in Documents Containing Audited Financial Statements

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. generally accepted accounting principles, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Harlem Prep Charter School (F/K/A Harlem Day Charter School) are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during fiscal year 2012. We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 25, 2012.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the School's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

Throughout the year, routine discussions regarding a variety of matters, including the application of accounting principles and auditing standards, were held with management in connection with transactions that have occurred, transactions that are contemplated, or reassessment of current circumstances. Such discussions have been helpful in conducting the audit.

We have issued a separate report to you, also dated October 25, 2012, containing our comments on Harlem Prep Charter School's (F/K/A Harlem Day Charter School) internal control.

This information is intended solely for the use of the Board of Trustees and management of Harlem Prep Charter School (F/K/A Harlem Day Charter School) and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

HARLEM PREP CHARTER SCHOOL
(F/K/A HARLEM DAY CHARTER SCHOOL)

MANAGEMENT LETTER

JUNE 30, 2012

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

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NEW YORK, NEW YORK 10019

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October 25, 2012

Board of Trustees
Harlem Prep Charter School
(F/K/A Harlem Day Charter School)
240 East 123rd Street
New York, NY 10035

In planning and performing our audit of the financial statements of Harlem Prep Charter School (F/K/A Harlem Day Charter School) (the "School") as of and for the year ended June 30, 2012, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be significant deficiencies or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified. We did not identify any deficiencies in internal control that we consider to be material weaknesses.

Exhibit I accompanying this letter summarizes an observation for the year ended June 30, 2012 that we determined did not constitute a significant deficiency or material weakness. Exhibit II summarizes the corrective action not taken by the School for the year ended June 30, 2012 on the prior year's observation. Management's response to the observation has not been subjected to the auditing procedures applied in the audit of the financial statements and accordingly, we express no opinion on it.

Board of Trustees
Harlem Prep Charter School
(F/K/A Harlem Day Charter School)

This communication is intended solely for the information and use of management, Board of Trustees, federal, state and local awarding agencies, The Charter Schools Institute of the State University of New York, The State Education Department of the State University of New York, and others within the School and is not intended to be and should not be used by anyone other than these specified parties.

We appreciate your cooperation and the assistance we received during the course of our audits.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 25, 2012

HARLEM PREP CHARTER SCHOOL
(F/K/A HARLEM DAY CHARTER SCHOOL)
MANAGEMENT LETTER
JUNE 30, 2012

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- A. Escrow Account for Dissolution 2

HARLEM PREP CHARTER SCHOOL
(F/K/A HARLEM DAY CHARTER SCHOOL)
MANAGEMENT LETTER

EXHIBIT I – CURRENT YEAR OBSERVATION

A. INSURANCE COVERAGE

Observation

We noted insurance coverage under employee dishonesty is limited to \$250,000. This appears low based on the current cash balance maintained in your general ledger of approximately \$1,700,000.

Recommendation

We recommend an increase of coverage of employee dishonesty that covers maximum cash held by the School at any one time during the year or at a minimum of \$1,000,000.

Management's response

Management is in agreement and will begin implementing the recommendation.

HARLEM PREP CHARTER SCHOOL
(F/K/A HARLEM DAY CHARTER SCHOOL)
MANAGEMENT LETTER

EXHIBIT II – CORRECTIVE ACTION NOT TAKEN ON PRIOR YEAR OBSERVATION

In conjunction with performing the audit of the School’s financial statements for the year ended June 30, 2012 we followed up on the status of implementation of audit recommendations made for the year ended June 30, 2011. The status update on those matters is summarized below.

A. ESCROW ACCOUNT FOR DISSOLUTION

Observation

Under the provision of The Charter Schools Institute of the State University of New York, the School should set aside as a dissolution reserve and earmark the funds in the books and records to pay for legal and audit expenses that would be associated with a dissolution should it occur. This account can be a regular savings, checking, and/or money market account. Existing schools should maintain a minimum balance of \$75,000 in the escrow account.

Recommendation

The School should establish an escrow account where monies are maintained in a separate account to pay for legal and audit expenses associated with dissolution should it occur. The account can be an interest bearing account where the School may withdraw the interest earned. This will improve the School’s cash management practices when preparing an operating budget and cash projections.

Current Year Status

During our 2012 audit, we noted that the School established an escrow account that had a balance of \$70,042. The School should set aside a total of \$75,000 as required by the Charter School Institute of the State University of New York.

Updated Management’s Response

Management is in agreement and will increase the current escrow account to a total balance of \$75,000 as required by the Charter School Institute of State University of New York.

HARLEM PREP CHARTER SCHOOL
(F/K/A HARLEM DAY CHARTER SCHOOL)

(A Not-For-Profit Corporation)

FINANCIAL STATEMENTS

JUNE 30, 2012 AND 2011

HARLEM PREP CHARTER SCHOOL
(F/K/A HARLEM DAY CHARTER SCHOOL)
(A Not-For-Profit Corporation)
FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

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INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES
HARLEM PREP CHARTER SCHOOL
(F/K/A HARLEM DAY CHARTER SCHOOL)

We have audited the accompanying statement of financial position of Harlem Prep Charter School (F/K/A Harlem Day Charter School) (the "School") (a not-for-profit corporation) as of June 30, 2012, and the related statements of activities, and cash flows for the year then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior period summarized comparative information has been derived from the School's 2011 financial statements and, in our report dated October 24, 2011, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America, and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2012, and the changes in its net assets and its cash flows for the year then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 25, 2012 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and on compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audit.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 25, 2012

HARLEM PREP CHARTER SCHOOL
(F/K/A HARLEM DAY CHARTER SCHOOL)
(A Not-For-Profit Corporation)
STATEMENTS OF FINANCIAL POSITION
JUNE 30,

	2012	2011
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 1,717,691	\$ 1,822,118
Grants and contracts receivable	244,922	319,563
Prepaid expenses	40,975	43,383
Due from related parties	48,150	-
Total current assets	2,051,738	2,185,064
Property and equipment, net of accumulated depreciation and amortization of \$3,973,720 and \$3,618,886, respectively	2,860,771	3,148,603
Restricted cash	70,042	-
TOTAL ASSETS	\$ 4,982,551	\$ 5,333,667
 LIABILITIES AND UNRESTRICTED NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	\$ 185,087	\$ 141,721
Accrued payroll and payroll taxes	214,418	347,666
Refundable advances	-	199,131
Due to related parties	-	210,000
Total current liabilities	399,505	898,518
Deferred rent	303,236	316,899
Total liabilities	702,741	1,215,417
Unrestricted net assets	4,279,810	4,118,250
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	\$ 4,982,551	\$ 5,333,667

The accompanying notes are an integral part of the financial statements.

HARLEM PREP CHARTER SCHOOL
(F/K/A HARLEM DAY CHARTER SCHOOL)
(A Not-For-Profit Corporation)
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30,

	2012	2011
Revenue and support:		
State and local per pupil operating revenue	\$ 4,106,456	\$ 3,607,418
Federal grants	391,263	290,243
State and city grants	25,829	20,584
Contributions and grants	215,561	496,576
Donated facility	-	28,952
Fundraising	108,151	500
Interest and other income	2,460	209
	4,849,720	4,444,482
Expenses:		
Program services:		
Regular education	3,416,614	4,211,214
Special education	352,867	347,367
Other program	10,305	218,294
Total program services	3,779,786	4,776,875
Supporting services:		
Management and general	887,676	810,707
Fundraising	20,698	19,207
	4,688,160	5,606,789
Changes in net assets	161,560	(1,162,307)
Unrestricted net assets - beginning of year	4,118,250	5,280,557
Unrestricted net assets - end of year	\$ 4,279,810	\$ 4,118,250

The accompanying notes are an integral part of the financial statements.

HARLEM PREP CHARTER SCHOOL
(F/K/A HARLEM DAY CHARTER SCHOOL)
(A Not-For-Profit Corporation)
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30,

	2012	2011
CASH FLOWS FROM OPERATING ACTIVITIES		
Changes in net assets	\$ 161,560	\$ (1,162,307)
Adjustments to reconcile changes in net assets to net cash (used in) operating activities:		
Depreciation and amortization	354,834	359,085
Changes in certain assets and liabilities:		
Decrease (Increase) in grants and contracts receivables	74,641	(192,790)
Decrease in prepaid expenses	2,408	26,898
(Increase) in due from related parties	(48,150)	-
(Increase) in restricted cash	(70,042)	-
Increase (Decrease) in accounts payable and accrued expenses	43,366	(42,878)
(Decrease) in accrued payroll and payroll taxes	(133,248)	(76,178)
(Decrease) Increase in refundable advances	(199,131)	199,131
Increase (Decrease) in due to related parties	(210,000)	210,000
(Decrease) in deferred rent	(13,663)	(42,446)
NET CASH (USED IN) OPERATING ACTIVITIES	(37,425)	(721,485)
CASH FLOWS FROM INVESTING ACTIVITY		
Purchase of property and equipment	(67,002)	(23,784)
NET (DECREASE) IN CASH AND CASH EQUIVALENTS	(104,427)	(745,269)
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	1,822,118	2,567,387
CASH AND CASH EQUIVALENTS - END OF YEAR	\$ 1,717,691	\$ 1,822,118

The accompanying notes are an integral part of the financial statements.

HARLEM PREP CHARTER SCHOOL
(F/K/A HARLEM DAY CHARTER SCHOOL)
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Organization

Harlem Prep Charter School (F/K/A Harlem Day Charter School) (the “School”) is a New York State, not-for-profit educational corporation that was incorporated on May 14, 2001 to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on May 14, 2001 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. During 2011, the Regents extended the charter through July 31, 2016. The Charter School offers parents a free alternative to the public school system as provided by the New York State Charter School law. The School offers classroom instruction and programs that encourage and foster creativity and team planning while meeting the New York State educational standards. Classes commenced in New York, in September 2001 and the School provided education to approximately 269 students in kindergarten through fifth grade during the 2011-2012 academic year.

Effective July 1, 2011, the educational program of Harlem Day Charter School was closed and taken over by Democracy Preparatory Public School (“DPSS”), a New York State not-for-profit charter management organization. The School also changed its name to Harlem Prep Charter School.

Food and Transportation

For the year ended June 30, 2012, the School retained an outside vendor to provide meals for students in which the School receives Federal and New York State reimbursements. The Office of Pupil Transportation provides free transportation to the majority of the students during the district’s school days.

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii). The School is subject to income taxes only on net unrelated business income. The School did not have any unrelated business income for the years ended June 30, 2012 and 2011.

The School’s accounting policy provides that a tax expense or benefit from an uncertain tax position may be recognized when it is more likely than not that the position will be sustained upon examination, including resolutions of any related appeals or litigation processes, based on the technical merits. The School has no uncertain tax positions resulting in an accrual of tax expense or benefit.

HARLEM PREP CHARTER SCHOOL
(F/K/A HARLEM DAY CHARTER SCHOOL)
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Tax Status (continued)

IRS forms 990 filed by the School are subject to examination by the Internal Revenue Service up to three years from the extended due date of each return. Forms 990 filed by the School are no longer subject to examination for the fiscal years ended June 30, 2008 and prior.

Basis of Presentation

The financial statement presentation follows the requirements of the Financial Accounting Standards Board ("FASB") in its Accounting Standards Codification ("ASC") No. 958-205 which provides guidance for the classification of net assets. The amounts for each of the three classes of net assets are based on the existence or absence of donor-imposed restrictions described as follows:

Unrestricted

Unrestricted net assets of the School are assets whose use has not been restricted by an outside donor or by law. The unrestricted net assets represent the portion of expendable funds that are available for the support of the operations of the School.

Temporarily Restricted

Temporarily restricted net assets are used to differentiate resources, the use of which is restricted by donors or grantors to a specific time or period or for a specific purpose. Temporarily restricted gifts are recorded as additions to temporarily restricted net assets in the period received. When restricted net assets are expended for their stipulated purpose, temporarily restricted net assets become unrestricted net assets and are reported in the statements of activities as net assets released from restrictions.

Permanently Restricted

Permanently restricted net assets are those contributions and other inflows of assets whose use by the School is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled or otherwise removed by actions of the School. The income derived from these permanently restricted funds is usually classified as unrestricted and can be used for the general purpose of the School.

The School has no temporarily or permanently restricted net assets at June 30, 2012 and 2011.

Revenue and Support

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as temporarily restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the School's current year activities are recorded as unrestricted revenue. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation.

HARLEM PREP CHARTER SCHOOL
(F/K/A HARLEM DAY CHARTER SCHOOL)
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Revenue and Support (continued)

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Cash and Cash Equivalents

For the purpose of the statements of cash flows, the School considers all highly liquid debt instruments purchased with a maturity of three months or less to be cash equivalents.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk are cash and cash equivalents. The School places its cash and cash equivalents on deposit in what it believes to be highly credited financial institutions. Cash balances may exceed the FDIC insured levels of \$250,000 per institution at various times during the year. The School believes that there is little risk in any losses and has not experienced any losses in such accounts.

Property and Equipment

Purchased property and equipment are recorded at cost. Maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding, whereas the government agency retains legal title to the long lived asset is expensed as incurred. Depreciation and amortization is provided on the straight line method over the estimated useful lives as follows:

Computers and equipment	3 years
Furniture and fixtures	5 years
Leasehold improvements	Useful life or related lease

Refundable Advances

The School records certain government operating revenue as refundable advances until related services are performed, at which time they are recognized as revenue.

HARLEM PREP CHARTER SCHOOL
(F/K/A HARLEM DAY CHARTER SCHOOL)
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Refundable Advances (continued)

For the year ended June 30, 2011, the School received an erroneous payment from the NYC Department of Education in the amount of \$194,169 which was paid back subsequent to the balance sheet date.

Deferred Rent

The School records its rent in accordance with FASB ASC 840-2 whereby all rental payments, including fixed rent increases are recognized on a straight-line basis as an offset to rent expense. The difference between the straight-line rent expense and the required lease payments, as well as any unamortized lease incentives, is reflected in the deferred rent in the accompanying financial statements.

Comparative Financial Information

The accompanying statements of activities and functional expenses are presented with summarized comparative information. Such prior year information is not presented by net asset class in the statement of activities or by functional category in the statement of functional expenses. Accordingly, such information should be read in conjunction with the School's 2011 financial statements from which the summarized information was derived.

Reclassifications

Certain 2011 accounts have been reclassified to conform to the 2012 financial statement presentation. The reclassifications have no effect on 2011 total assets, liabilities, net assets and change in net assets.

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

Grants and contracts receivable consist of federal, state and city entitlements. The School expects to collect these receivables within one year.

NOTE 3 - PROPERTY AND EQUIPMENT

Property and equipment consists of the following at June 30,:

	2012	2011
Computers and equipment	\$ 591,532	\$ 533,033
Furniture and fixtures	198,224	195,021
Leasehold improvements	6,044,735	6,039,435
	6,834,491	6,767,489
Less: Accumulated depreciation and amortization	3,973,720	3,618,886
	\$ 2,860,771	\$ 3,148,603

HARLEM PREP CHARTER SCHOOL
(F/K/A HARLEM DAY CHARTER SCHOOL)
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

NOTE 3 - PROPERTY AND EQUIPMENT (Continued)

Depreciation and amortization expense was \$354,834 and \$359,085 for the years ended June 30, 2012 and 2011, respectively.

NOTE 4 - RELATED PARTY TRANSACTIONS

The School is an affiliate of Democracy Prep Public Schools (“DPPS”), a New York State not-for-profit charter management organization. Pursuant to a management agreement dated May 15, 2011, DPPS provided governance and operational support to the School. For the years ended June 30, 2011, the School incurred \$345,000 of expenses payable to DPPS for transitional consulting services prior to the management agreement.

On August 1, 2011, the School entered into a management agreement with DPPS to assume responsibility for the School’s educational process, management, and operations. As compensation to DPPS for these services rendered, the School shall pay to DPPS an annual fee equal to 15% of the School’s non-competitive public revenue. The agreement is for two years beginning July 1, 2011 and ending on July 31, 2013. For the years ended June 30, 2012 and 2011, the School incurred \$432,496 and \$-0- in management fees, respectively.

For operational efficiency and purchasing power, the School also shares expenses with Democracy Preparatory Charter School (“DPCS”) and Democracy Prep Harlem Charter School (“DPH”), both New York State not-for-profit organizations and managed by DPPS.

For the years ended June 30, 2012 and 2011, DPCS billed the School for net shared operational expenses amounting to \$66,272 and \$-0-, respectively.

For the years ended June 30, 2012 and 2011, DPH billed the School for net shared operational expenses amounting to \$8,830 and \$-0-, respectively.

In addition, the School shares and pays for salaries and other expenses on behalf of DPCS in the amount of \$40,175 and \$-0- for the years ended June 30, 2012 and 2011, respectively.

The School is an affiliate of Democracy Builders, Inc. (“DBI”), a 501(c)(4) national advocacy organization that organizes parents to advocate for better school choices and educational outcomes for the children in their communities. The School entered into a consulting agreement with DBI to conduct charitable, scientific and educational activities. For the years ended June 30, 2012 and 2011 the School incurred \$75,000 and \$-0- in consulting fees, respectively.

HARLEM PREP CHARTER SCHOOL
(F/K/A HARLEM DAY CHARTER SCHOOL)
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

NOTE 4 - RELATED PARTY TRANSACTIONS (Continued)

Balance due to (from) related parties consisted of the following at June 30,:

	2012	2011
DPPS	\$ (157,840)	\$ 210,000
DPCS	87,498	-
DBI	13,750	-
DPH	8,442	-
Net amounts due to (from) related parties	\$ (48,150)	\$ 210,000

NOTE 5 - COMMITMENTS

School Facility

On June 4, 2001, the School entered into a non-cancelable operating lease for office and instructional space that expired on June 30, 2011, with a renewal option for an additional 5 years. The School exercised its option until June 30, 2016.

On June 1, 2005, the School entered into a non-cancelable operating lease for additional office and instructional space expiring on June 30, 2021, with a renewal option for an additional 10 years.

The future minimum lease payments under the two operating leases are as follows:

For the year ending June 30,	2013	\$ 400,370
	2014	400,370
	2015	400,370
	2016	420,095
	2017	244,590
	Thereafter	978,360
		\$ 2,844,155

The School recognizes rent expense on a straight-line basis over the term of the lease. Rent expense in excess of payments is recorded as deferred rent in the accompanying statements of financial position. Rent expense was \$392,741 and \$344,234 for the years ended June 30, 2012 and 2011, respectively.

Leased Equipment

The School leases office equipment under non-cancelable lease agreements expiring on various dates through December 2015.

HARLEM PREP CHARTER SCHOOL
(F/K/A HARLEM DAY CHARTER SCHOOL)
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

NOTE 5 - COMMITMENTS (Continued)

The future minimum lease payments are as follows:

For the year ending June 30,	2013		\$	37,476
	2014			37,476
	2015			31,026
	2016			1,668
				<u>107,646</u>

Equipment rental expense was \$52,558 and \$48,312 for the years ended June 30, 2012 and 2011, respectively.

NOTE 6 - CONTINGENCY

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursements. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE 7 - REVENUE CONCENTRATION

The School receives a substantial portion of its support and revenue from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School’s finances could be materially adversely affected.

NOTE 8 - FUNCTIONAL ALLOCATION OF EXPENSE

Directly identifiable expenses are charged to programs and supporting services. Expenses related to more than one function are charged to programs and supporting services on the basis of periodic time and expense studies. Management and general expense includes those expenses that are not directly identifiable with any other specific function, but provide for the overall support and direction of the School.

NOTE 9 - DONATED FACILITY

Donated services are recognized as contributions in accordance with FASB ASC 605, “Accounts for Contributions Received and Contributions Made”, if the services (a) create or enhance non-financial assets of (b) require specialized skills, are performed by people with those skills, and would otherwise be purchases by the School.

HARLEM PREP CHARTER SCHOOL
(F/K/A HARLEM DAY CHARTER SCHOOL)
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

NOTE 9 - DONATED FACILITY (Continued)

The School received extended use of storage space at no charge. The value of this storage space meets the criteria for recognition in the financial statements and was recorded at fair market value of \$-0- and \$28,952 for the years ended June 30, 2012 and 2011, respectively.

NOTE 10 - RETIREMENT PLAN

The School maintains a retirement plan qualified under Internal Revenue Code 403(b) for the benefit of its eligible employees. Under the plan, the School will match employee contributions up to 3% of eligible compensation. During the year ended June 30, 2012 the employee match increased to 5% of eligible compensation. The amount charged for matching contributions to this plan was \$66,923 and \$25,680 for the years ended June 30, 2012 and 2011, respectively.

NOTE 11 - SUBSEQUENT EVENTS

The School has evaluated its subsequent events through October 25, 2012, the date that the accompanying financial statements were issued. The School has no material events requiring disclosure.

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

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INDEPENDENT AUDITORS' REPORT
ON SUPPLEMENTARY INFORMATION

TO THE BOARD OF TRUSTEES
HARLEM PREP CHARTER SCHOOL
(F/K/A HARLEM DAY CHARTER SCHOOL)

We have audited the financial statements Harlem Prep Charter School (F/K/A Harlem Day Charter School) as of and for the year ended June 30, 2012, and have issued our report thereon dated October 25, 2012, which contained an unqualified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses is presented for the purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 25, 2012

HARLEM PREP CHARTER SCHOOL
(F/K/A HARLEM DAY CHARTER SCHOOL)
(A Not-For-Profit Corporation)
SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30,

	2012							2011
	Program Services				Supporting Services			
	Regular Education	Special Education	Other Program	Total	Management and General	Fundraising	Total	
Personnel services costs								
Administrative staff personnel	\$ -	\$ -	\$ -	\$ -	\$ 207,631	\$ 4,237	\$ 211,868	\$ 509,350
Instructional personnel	1,633,817	143,503	-	1,777,320	20,195	2,244	1,799,759	1,852,388
Non-instructional personnel	154,923	19,148	5,789	179,860	-	-	179,860	602,532
Total salaries and staff	1,788,740	162,651	5,789	1,957,180	227,826	6,481	2,191,487	2,964,270
Fringe benefits and payroll taxes	300,309	27,307	972	328,588	38,252	1,088	367,928	782,948
Retirement	54,624	4,967	177	59,768	6,957	198	66,923	25,680
Management fees	-	-	-	-	432,496	-	432,496	-
Legal services	-	-	-	-	177	-	177	38,430
Accounting/Audit services	-	-	-	-	10,250	-	10,250	13,181
Other purchased/Professional/Consulting services	56,676	5,392	169	62,237	12,009	190	74,436	560,129
Building and land rent/Lease	320,564	29,149	1,037	350,750	40,829	1,162	392,741	373,186
Repairs and maintenance	59,683	8,310	-	67,993	6,800	755	75,548	73,856
Insurance	35,234	4,906	-	40,140	4,459	-	44,599	38,204
Utilities	34,830	4,850	-	39,680	4,409	-	44,089	34,333
Supplies and materials	234,196	32,610	2,161	268,967	26,682	2,965	298,614	77,782
Equipment/Furnishings	-	-	-	-	16,424	-	16,424	28
Staff development	59,090	8,648	-	67,738	16,262	-	84,000	83,562
Marketing/Recruitment	12,515	1,832	-	14,347	-	-	14,347	17,075
Technology	6,836	952	-	7,788	778	87	8,653	37,421
Food service	172,464	25,241	-	197,705	1,516	-	199,221	9,150
Student services	-	-	-	-	-	-	-	18,356
Office expense	-	-	-	-	5,603	623	6,226	41,724
Depreciation and amortization	276,770	35,483	-	312,253	35,484	7,097	354,834	359,085
Other	4,083	569	-	4,652	463	52	5,167	58,389
Total	<u>\$ 3,416,614</u>	<u>\$ 352,867</u>	<u>\$ 10,305</u>	<u>\$ 3,779,786</u>	<u>\$ 887,676</u>	<u>\$ 20,698</u>	<u>\$ 4,688,160</u>	<u>\$ 5,606,789</u>

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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE
AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

TO THE BOARD OF TRUSTEES
HARLEM PREP CHARTER SCHOOL
(F/K/A HARLEM DAY CHARTER SCHOOL)

We have audited the financial statements of Harlem Prep Charter School (F/K/A Harlem Day Charter School) (“the School”) as of and for the year ended June 30, 2012, and have issued our report thereon dated October 25, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audit, we considered the School’s internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School’s internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School’s internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

TO THE BOARD OF TRUSTEES
HARLEM PREP CHARTER SCHOOL
(F/K/A HARLEM DAY CHARTER SCHOOL)

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to the management of the School in a separate letter dated October 25, 2012.

This report is intended solely for the information and use of management, Board of Trustees, federal, state and local awarding agencies, The Charter Schools Institute of the State University of New York, The State Education Department of the State University of New York, and others within the School and is not intended to be and should not be used by anyone other than these specified parties.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 25, 2012

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October 25, 2012

To the Audit Committee of the Board of Trustees
Democracy Preparatory Harlem Charter School

We have audited the financial statements of Democracy Preparatory Harlem Charter School (the "School") for the year ended June 30, 2012, and have issued our report thereon dated October 25, 2012. Professional standards require that we provide you with the following information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards*, as well as certain information related to our audit.

Our Responsibility under U.S. Generally Accepted Auditing Standards

As stated in our engagement letter dated April 12, 2012, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities.

As part of our audit, we will consider the internal control of the School. Such considerations will be solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control. As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we performed test of the School's compliance with certain provisions of laws, regulations, contracts, and grants. However, the objective of our tests was not to provide an opinion on compliance with such provisions.

Planned Scope of the Audit

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit involved judgment about the number of transactions to be examined and the areas to be tested.

Our audit includes obtaining an understanding of the School and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Material misstatements may result from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the School. We will communicate any internal control related matters that are required to be communicated under professional standards.

We performed our audit according to the plan previously communicated to you in our engagement letter. Discussions were held with management on various dates throughout the audit process.

Other Information in Documents Containing Audited Financial Statements

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. generally accepted accounting principles, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Democracy Preparatory Harlem Charter School are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during fiscal year 2012. We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 25, 2012.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the School's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

Throughout the year, routine discussions regarding a variety of matters, including the application of accounting principles and auditing standards, were held with management in connection with transactions that have occurred, transactions that are contemplated, or reassessment of current circumstances. Such discussions have been helpful in conducting the audit.

We have issued a separate report to you, also dated October 25, 2012, containing our comments on Democracy Preparatory Harlem Charter School's internal control.

This information is intended solely for the use of the Board of Trustees and management of Democracy Preparatory Harlem Charter School and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

FRUCHTER ROSEN & COMPANY, P.C.
CERTIFIED PUBLIC ACCOUNTANTS
156 WEST 56TH STREET
NEW YORK, NEW YORK 10019

TEL: (212) 957-3600
FAX: (212) 957-3696

October 25, 2012

To the Audit Committee of the Board of Trustees
Harlem Prep Charter School
(F/K/A Harlem Day Charter School)

We have audited the financial statements of Harlem Prep Charter School (F/K/A Harlem Day Charter School) (the "School") for the year ended June 30, 2012, and have issued our report thereon dated October 25, 2012. Professional standards require that we provide you with the following information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards*, as well as certain information related to our audit.

Our Responsibility under U.S. Generally Accepted Auditing Standards

As stated in our engagement letter dated April 12, 2012, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities.

As part of our audit, we will consider the internal control of the School. Such considerations will be solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control. As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we performed test of the School's compliance with certain provisions of laws, regulations, contracts, and grants. However, the objective of our tests was not to provide an opinion on compliance with such provisions.

Planned Scope of the Audit

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit involved judgment about the number of transactions to be examined and the areas to be tested.

Our audit includes obtaining an understanding of the School and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Material misstatements may result from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the School. We will communicate any internal control related matters that are required to be communicated under professional standards.

We performed our audit according to the plan previously communicated to you in our engagement letter. Discussions were held with management on various dates throughout the audit process.

Other Information in Documents Containing Audited Financial Statements

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. generally accepted accounting principles, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Harlem Prep Charter School (F/K/A Harlem Day Charter School) are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during fiscal year 2012. We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 25, 2012.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the School's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

Throughout the year, routine discussions regarding a variety of matters, including the application of accounting principles and auditing standards, were held with management in connection with transactions that have occurred, transactions that are contemplated, or reassessment of current circumstances. Such discussions have been helpful in conducting the audit.

We have issued a separate report to you, also dated October 25, 2012, containing our comments on Harlem Prep Charter School's (F/K/A Harlem Day Charter School) internal control.

This information is intended solely for the use of the Board of Trustees and management of Harlem Prep Charter School (F/K/A Harlem Day Charter School) and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

BYLAWS
OF
DEMOCRACY PREP DC CHARTER SCHOOL

(an Education Corporation)

ARTICLE I

Name, Office and Purpose

Section 1.01. Name. The name of the education corporation is Democracy Prep DC Charter School.

Section 1.02. Office. The principal office of Democracy Prep DC shall be located at [].

Section 1.03. Purpose. Democracy Prep's purpose is to educate students by providing them with a demanding academic program that prepares them for success in college and citizenship.

Section 1.04. Non-Discriminatory Policy. Democracy Prep seeks diversity in its student/parent body, faculty, staff and administration. Democracy Prep does not discriminate on the basis of race, color, religion, national or ethnic origin, sex, age, disability, marital status, sexual orientation or affectional preference, or any other category protected by law, in its educational policies, employment practices and all other school administered procedures and programs.

ARTICLE II

Board of Trustees

Section 2.01. General Powers and Duties. The Board of Trustees shall govern the operations and affairs of Democracy Prep, and it shall have all the powers customarily held by a Board of Trustees of a corporation organized under the Education Law of the District of Columbia. In exercising its powers and duties, the Board of Trustees shall establish and maintain policies and procedures for the operation of Democracy Prep and shall oversee that such policies and procedures are carried out by the School Leader and such other staff of Democracy Prep as the Board of Trustees may employ or authorize the School Leader to employ from time to time. The Board of Trustees shall have primary responsibility for seeing that Democracy Prep is provided with the financial and other resources, which the Board of Trustees deems appropriate for its proper operation.

Section 2.02. Number of Trustees. The Board of Trustees shall fix the number of trustees of Democracy Prep DC, which shall not be less than five (5) or more than fifteen (15). The balance of the trustees shall be elected ("Elected Trustees") pursuant to the provisions of Section 2.04 of these Bylaws.

Section 2.03. Term of Office. Unless otherwise provided by the Board of Trustees at the time a trustee is chosen, the term of office of each Elected Trustee shall be a period of two (2) calendar years commencing with the Regular Meeting following his or her election and continuing until a successor shall have been elected. No Elected Trustee shall serve more than three (3) consecutive, two--½ year terms, unless the Board of Trustees designates otherwise. The Elected Trustees shall be divided into two (2) classes, known as Class One and Class Two, for the purpose of staggering their terms of office. This will help to balance continuity with new perspective. The terms of Elected Trustees shall be fixed so that the terms of one--½ (1/2) of such trustees (as nearly as possible) expire at the close of each Annual Meeting.

Section 2.04. Election of Trustees. Elected Trustees shall be chosen by the Board of Trustees as provided in subsections (b) and (c).

(a) Nomination. Prior to June 1 in each academic year and at such other times as there may be vacancies among the Elected Trustees, whether by expiration of the term of office, death, resignation, removal or an increase in the number of Elected Trustees, the Governance Committee shall nominate candidates for the vacancies which it recommends be filled and shall specify the number of such vacancies which are to be filled by the Annual Election of Trustees pursuant to subsection (b) and the number which are to be filled by the Board of Trustees pursuant to subsection (c) at an Annual or Regular Meeting or at such other time as may be appropriate. No employee of Democracy Prep DC Charter School shall be eligible to be nominated or serve as an Elected Trustee.

(b) Annual Election of Trustees. At an Annual Meeting, or any subsequent Regular or Special Meeting, the Annual Election of Trustees shall take place. The Board of Trustees shall Vote on the candidates nominated by the Governance Committee pursuant to subsection (a) to fill vacancies in the Elected Trustees, and each candidate shall be elected by the vote of a majority of the whole Board of Trustees. Voting shall be done by confidential ballot and the ballots shall be counted by the Clerk and confirmed by the Chair or any Vice Chair of the Board of Trustees.

(c) Board Election of Trustees. If any of the Elected Trustees shall die, resign, refuse to act or be removed from the Board of Trustees, or if an Elected Trustee's term of office shall expire, the vacancy or vacancies created thereby shall be filled by the vote of a majority of the whole Board of Trustees acting upon recommendation of the Governance Committee. Any trustee so chosen shall have all of the rights and powers of an Elected Trustee and shall serve for the balance of the unexpired term of the trustee whom he or she replaces. Upon recommendation by the Governance Committee, the Board of Trustees may create positions for additional Elected Trustees for such term, not exceeding two (2) years, as the Board of Trustees shall determine. Any vacancy among the Elected Trustees created by increasing the number thereof shall be filled by vote of a majority of the whole Board of Trustees. Upon a two-thirds (2/3) vote, the Board of Trustees acting upon the recommendation of the Governance Committee may abolish a vacant Elected Trustee seat; provided that the total number of trustees may not be less than that required by law or by these Bylaws; and further provided that the Board of Trustees files a certified copy of such action with the District of Columbia Board of Education.

(d) A trustee may vote in person or by proxy for any election of trustees at the Annual Election of Trustees under subsection (b) and for any other election of trustees under subsection (c). Each proxy shall be executed in writing by the trustee and delivered to the Chair or any Vice Chair of the Board of Trustees in advance of the meeting to elect trustees.

Section 2.05. Meetings of the Board of Trustees. The Board of Trustees may transact any business permitted by these Bylaws at an Annual, Regular or Special Meeting as provided below. Notice of all Board meetings, including annual, regular and special meetings, shall be given to the public in a manner consistent with the Open Meeting Law.

(a) Annual Meeting. Unless otherwise provided by the Board of Trustees, the "Annual Meeting" of the Board of Trustees shall be held in June of each year.

(b) Regular Meeting. The Board of Trustees may provide for the holding of "Regular Meetings" and may fix the time and place of such meetings. Regular Meetings shall be held at least nine (9) times per year.

(c) Special Meetings. "Special Meetings" of the Board of Trustees shall be called by the Chair or a Vice Chair of the Board of Trustees, at such time and place as may be specified in the respective notice or waivers of notice thereof. A Special Meeting shall be called by the Chair or a Vice Chair promptly upon receipt of a written or electronic request to do so from a majority of the Board of Trustees. There shall be two classes of Special Meetings of the Board of Trustees:

(1) Special Meetings, to be held in executive session, to consider matters with respect to employees (e.g., to evaluate the performance or to set the salary of the School Leader) which shall not be attended by the School Leader as a trustee unless requested to attend by a majority of the whole Board of Trustees.

(2) Special Meetings to consider any other matter.

(d) Notice. Notice of the time and place of an Annual or Regular Meeting shall be given to each trustee either by messenger, regular mail, e-mail or facsimile at least fifteen (15) days before the meeting. Notice of the time and place of a Special Meeting shall be given to each trustee either by messenger, regular mail, e-mail or facsimile not less than five (5) days before the meeting. Notices by messenger, regular mail, e-mail or facsimile shall be sent to each trustee at the number and/or address designated by him or her for that purpose. Oral or telephonic notices of meetings shall not be permitted. Neither the business to be transacted nor the purpose of any Regular or Special Meeting need be specified in the notice or waiver of notice of the meeting, unless otherwise specified in the Bylaws or required by law. Unless otherwise required by statute, notice of any meeting need not be given to any trustee who executes (either before or after the holding of such meeting) a waiver of notice of such meeting. Any such waiver shall be filed with the minutes of the meeting. Unless otherwise required by statute, notice of any adjourned meeting need not be given.

Section 2.06. Conflicts of Interest. The Board of Trustees affirms that the trustees, officers, administrators, faculty and other employees of Democracy Prep DC Charter School has an obligation to exercise their authority and to carry out the duties of their respective positions for the sole benefit of Democracy Prep DC Charter School. They should avoid placing themselves in positions in which their personal interests are, or may be, in conflict with the interests of Democracy Prep DC Charter School. Where a potential conflict of interest exists, it shall be the responsibility of the person involved or any other person with knowledge to notify the Board of Trustees of the circumstances resulting in the potential conflict so that the Board of Trustees can provide such guidance and take such action as it deems appropriate. Areas of potential conflict of interest include financial interests, inside information, conflicting interests other than financial ones, and gifts and favors. The Board of Trustees shall, in its discretion, adopt a policy on conflicts of interest to address these areas of potential conflict.

Section 2.07. Quorum and Manner of Acting. At all meetings of the Board of Trustees, a majority of the whole Board of Trustees shall constitute a quorum for the transaction of business. Except as otherwise provided by statute or by these Bylaws, the act of a majority of the trustees present at any meeting at which a quorum is present shall be the act of the Board of Trustees. In the absence of a quorum, a majority of the trustees present at the time and place of meeting (or one trustee, if less than three (3) are present) may adjourn the meeting from time to time until a quorum shall be present.

Section 2.08. Action by Consent. Any action required or permitted to be taken at any meeting of the Board of Trustees, or of any committee as provided in Article III, may be taken without a meeting, if written consents are signed by each trustee of the Board of Trustees or each member of such committee, as the case may be. Action taken by the Board, or any committee thereof, without a meeting will be done so to the extent permitted by the Open Meetings Law. Action without a meeting will rarely be permitted by the Open Meetings Law. Such written consents shall be filed with the minutes of the proceedings of the Board of Trustees or a committee, as the case may be.

Section 2.09. Meetings Held Other Than in Person. Trustees of the Board of Trustees or members of any committee may participate in a meeting of the Board of Trustees or committee, as the case may be, by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Such participation shall, however, not constitute presence in person at the meeting. Trustees who participate in a meeting of the Board of Trustees in such manner may not be counted for purposes of having a quorum and may not vote.

Section 2.10. Resignations. Any trustee may resign at any time by giving written notice of such resignation to the Board of Trustees or the Chair of the Board of Trustees. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof. If any trustee shall fail to attend three (3) consecutive meetings without an excuse accepted as satisfactory by the Chair of the Board of Trustees, he or she shall be deemed to have resigned, and the vacancy shall be filled as provided in Section 2.04.

Section 2.11. Removal or Suspension. Any trustee may be removed or suspended from office by a majority of the whole Board of Trustees. Such action shall be taken only upon written complaint of misconduct, incapacity or neglect of duty submitted to the Board of Trustees. No trustee shall be removed without being provided with at least seven (7) days notice of the proposed removal and a copy of the complaint. If in the opinion of a majority of the whole Board of Trustees such complaint shall have been sustained, the accused trustee may be removed or suspended from office, provided that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee.

Section 2.12. Compensation of Trustees and Officers. Trustees, as such, shall not receive any salary for their services as trustees. Nothing in these Bylaws shall be construed to preclude any trustee or officer from serving Democracy Prep in any other capacity and receiving reimbursement of a Trustee's actual and necessary expenses while conducting corporation business, as approved by the Board of Trustees.

Section 2.13. Evaluations. Evaluations of the School Leader shall be conducted by the Governance Committee on an annual basis. Evaluations of the Board of Trustees shall be coordinated by the Governance Committee on at least a bi-annual basis. Results of both evaluations, which may be in summary form, will be distributed to the Board of Trustees, preferably in the middle of the school year. On-going informal assessments of the School leader and the Board of Trustees shall be conducted on an as-needed basis as determined by the Governance Committee.

ARTICLE III

Committees

Section 3.01. Standing Committees. The Board of Trustees shall establish and maintain the following "Standing Committees": Executive Committee, Governance Committee, Finance Committee, Development Committee, Community and Family Communications Committee and Academic Accountability Committee.

Section 3.02. Ad Hoc Committees. The Board of Trustees may from time to time establish one or more "Ad Hoc Committees" with such names, powers and functions as may be determined from time to time by the Board of Trustees.

Section 3.03. Committee Members; Chair. Members of committees shall be appointed annually by the Chair of the Board of Trustees, subject to ratification by the Board of Trustees at the first Regular Meeting of the Board of Trustees held after the appointment. Vacancies in the membership of any committee shall be filled by appointment by the Chair of the Board of Trustees after consulting with the Chair, if any, of such committee. Unless otherwise provided in these Bylaws, the membership of committees shall not be restricted to trustees but shall be drawn from the administration, faculty, parent body and community at large, as appropriate, with a minimum of three trustees for each committee. Except as otherwise provided in these Bylaws or by the Board of Trustees, the Chair of

each committee shall be chosen by the Chair of the Board of Trustees from among the trustee members of the committee.

Section 3.04. General Powers and Responsibilities of Committees. All matters to come before the Board of Trustees shall be considered first by the appropriate committee. Any problem, concern, grievance or other matter referred to a committee shall be considered by such committee which shall consult with such interested parties as the committee deems appropriate. A committee to which any matter has been referred shall report on such matter to the Board of Trustees and, to the extent appropriate, make recommendations with respect thereto. Except as specifically provided by the Board of Trustees, each committee's powers are advisory to the Board of Trustees.

Section 3.05. Committee Reports and Agenda. Each Standing Committee shall make periodic reports to the Board of Trustees. Whenever possible, a written report of any committee meeting or a summary thereof shall be made available in advance of the Board of Trustees' meeting at which the report is to be presented. Whenever possible, each committee shall submit to each trustee a copy of the agenda for future meetings of the committee.

Section 3.06. Executive Committee. The Executive Committee shall consist of no less than five (5) members, including the Chair and the Vice Chair of the Board of Trustees and such other trustees as may be designated by the Board of Trustees. The Chair of the Board of Trustees shall be the Chair of the Executive Committee. The Executive Committee shall set the policy agenda, coordinate committee agendas, and set the agenda for the full Board of Trustees. The Executive Committee shall operate in place of the Board of Trustees during those times when the Board of Trustees does not or cannot meet. Between meetings of the Board of Trustees, the Executive Committee may take any action on behalf of the Board of Trustees that could be authorized by a vote of a majority of the trustees in attendance at a meeting at which a quorum was present. The Executive Committee shall not have the power to take any action that requires at least a vote of the majority of the whole Board of Trustees or is limited to the Board of Trustees by law. Any action taken by the Executive Committee may be subject to ratification by the Board of Trustees. A member of the Executive Committee shall record the minutes of each meeting and include a report on any actions taken. Such member shall forward the minutes to the Clerk and the Clerk shall distribute the minutes of such meetings to the full Board of Trustees.

Section 3.07. Governance Committee. The Governance Committee shall be composed of at least three (3) persons recommended by the Chair of the Board of Trustees and elected by a majority of the Board of Trustees. The Governance Committee shall be responsible for evaluating and making recommendations about the role, responsibilities and expectations of the present and future Heads of School; developing, as necessary, a process for leadership succession; evaluating and making recommendations about the role and responsibilities of the Board of Trustees; reviewing governance policy and practice; and evaluating and making recommendations about the Board of Trustees' composition, organization and committee structure. The Governance Committee shall

evaluate the ability of the Board of Trustees and its members in terms of specific skills, interests, and diversity. The Committee shall also canvass the community at large for potential candidates for vacancies on the Board of Trustees. It shall interview potential candidates, guide them through the application process, and make recommendations to the Board of Trustees with respect to various candidates and, in appropriate circumstances, the creation of additional positions for Elected Trustees. The Governance Committee shall be responsible for presenting a slate of candidates for election as officers of the Board of Trustees and the orientation of newly chosen trustees.

Section 3.08. Finance Committee. The Treasurer shall be the Chair of the Finance Committee. The Finance Committee shall be responsible for overseeing the preparation of budgets, financial reports and for supervising the management of Democracy Prep's finances, including notifying the Board of Trustees of significant deviations from the approved budget. The Finance Committee shall review, analyze and recommend for approval the annual audit. On a periodic basis, the Finance Committee shall review investment policies, objectives, and performance.

Section 3.09. Development Committee. The Development Committee shall be responsible for the development and implementation of fundraising goals and programs. Its responsibilities may include setting annual fundraising goals, developing periodic capital campaigns and providing for appropriate parent and alumni communications and developing programs to facilitate continuing cultivation of support for Democracy Prep. The Development Committee shall also be responsible for strengthening communication and outreach programs for parents and developing programs to better communicate with and maintain the support of Democracy Prep's broader community of alumni, neighborhood residents, education and business communities and others.

Section 3.10. Academic Accountability Committee. The Academic Accountability Committee shall be responsible for evaluating whether Democracy Prep is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in college and active citizenship. It will examine the results from city, state, national and internally developed assessments which are both criterion and norm--referenced. In addition, the Academic Accountability Committee will meet with staff to analyze assessment data.

Section 3.11. Community and Family Communications Committee. The Community and Family Communications Committee shall be responsible for ensuring the community and families are satisfied with the school, as well as to serve the committee to ensure that staff are satisfied with school through semi-annual surveys. The Community and Family Communications Committee shall serve as the primary contact for parents and community members.

ARTICLE IV

Officers

Section 4.01. Titles. The officers of the Board of Trustees shall be a Chair, one or more Vice Chairs, a Clerk, a Treasurer and such other officers as may be appointed in accordance with these Bylaws.

Section 4.02. Election, Term of Office and Qualifications. The Board of Trustees shall elect the Chair, one or more Vice Chairs, a Clerk, a Treasurer and any other officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or a Special Meeting called for that purpose, except that officers appointed to fill vacancies shall be elected as vacancies occur. A trustee may hold any number of offices, except that neither the Clerk nor the Treasurer may serve concurrently as the Chair. Each officer serves at the pleasure of the Board of Trustees, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

Section 4.03. Subordinate Officers and Agents. The Board of Trustees from time to time may appoint subordinate officers or agents (including one or more Assistant Secretaries and one or more Assistant Treasurers), to hold office for such period, have such authority, and perform such duties as may be provided in the resolutions appointing them. The Board of Trustees may delegate to any officer or agent the power to appoint any such subordinate officers or agents and to prescribe their respective terms of office, authorities and duties.

Section 4.04. Resignations. Any officer may resign at any time by giving written notice of such resignation to the Board of Trustees or the Chair of the Board of Trustees. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof.

Section 4.05. Removal or Suspension. Any officer elected or appointed by the Board of Trustees or by any officer of Democracy Prep may be removed or suspended by the Board of Trustees at any time by a majority of the whole Board of Trustees. Such action shall be taken only upon written complaint of misconduct, incapacity or neglect of duty submitted to the Board of Trustees. No officer shall be removed without being provided with at least seven (7) days notice of the proposed removal and a copy of the complaint.

Section 4.06. Vacancies. A vacancy in an office by reason of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in section 4.02.

Section 4.07. The Chair. The Chair shall be the chief presiding officer of the Board of Trustees and shall perform such other duties as may be assigned to him or her from time to time by the Board of Trustees. The Chair shall preside at all meetings of the Board of Trustees and the Executive Committee, if he or she is present. The Chair shall, when directed by the Board of Trustees, sign on behalf of Democracy Prep all contracts,

securities and other obligations of Democracy Prep, the authority to sign which is not otherwise delegated by the Board of Trustees or by these Bylaws.

Section 4.08. Vice Chairs. The Vice Chair shall have such power and perform such duties as may be assigned by the Chair or the Board of Trustees. The Vice Chair (or if there shall be more than one, the Vice Chair designated by the Chair or the Board of Trustees) shall in the absence or disability of the Chair or at the Chair's request, perform the duties and exercise the powers of the Chair.

Section 4.09. The Clerk. The Clerk shall keep the minute books of Democracy Prep, be responsible for the minutes of the meetings of the Board of Trustees and in general perform all duties incident to the office of Clerk and such other duties as from time to time may be assigned to him or her by the Board of Trustees or the Chair.

Section 4.10. The Treasurer. The Treasurer shall have general custody of all money and securities of Democracy Prep and from time to time shall render to the Board of Trustees, and to the Chair upon request, a statement of the financial condition of Democracy Prep and of all of his or her transactions as Treasurer. In general, the Treasurer should perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the Board of Trustees or the Chair.

Section 4.11. Salaries. The School Leader shall be paid such salary as shall be fixed on an annual basis time to time by the Board of Trustees.

Section 4.12. Agreements, Contracts, Checks Requiring Signatures of Officers. All singular agreements, contracts, checks, and other instruments of Democracy Prep requiring an expenditure or imposing an obligation of more than \$50,000 shall be executed by any two officers of Democracy Prep or by one officer and such other person or persons as may be designated by the Board of Trustees. All singular agreements, contracts, checks and other instruments of Democracy Prep requiring an expenditure or imposing an obligation of less than \$50,000 may be executed by any one officer or by such other person or persons as may be designated by the Board of Trustees.

ARTICLE V

Miscellaneous Matters

Section 5.01 Corporate Seal. The corporate seal of Democracy Prep shall be circular in form and shall bear the name of Democracy Prep and the words and figures denoting its organization under the laws of the District of Columbia and otherwise shall be in such form as shall be approved by the Board of Trustees.

Section 5.02. Fiscal Year. The fiscal year of Democracy Prep shall begin on the first day of July in each year and shall end on the thirtieth day of the following June.

Section 5.03. Conflict with Bylaws. To the extent a conflict exists between any provision in these Bylaws and the Open Meetings Law, the Open Meetings Law shall control. Moreover, to the extent a conflict exists between any provision in these Bylaws and a provision in Democracy Prep's Charter, the Charter shall control.

Section 5.04. Indemnification. (a) To the maximum extent permitted by applicable law, as is in effect at the time of the adoption of these Bylaws or as amended from time to time, Democracy Prep shall indemnify any.

Section 5.05. Dissolution. Pursuant to SRA § 38-1802.13a, should the school's charter be revoked, non-renewed, or voluntarily relinquished, the distribution of its assets shall be conducted in accordance with §§ 38-1802.13a and 29-301.48.



DEMOCRACY PREP PUBLIC SCHOOLS

Work Hard. Go to College. Change the World!

Founding and Board Member Agreement & Personal Statement Democracy Prep D.C.

As a member of the Founding Group/Board of Trustees of Democracy Prep DC Charter School (“DPDC”), consistent with my fiduciary duties, I shall continuously strive to promote the best interests of DPDC as a whole and to that end, shall adhere to the following ethical standards.

I. *No Excuses* Focus

- I will be continually guided by the principles of a *No Excuses* school: 1) Rigorous college-prep academics; 2) More time to learn; 3) Data-driven decision-making; 4) Safe and supportive school culture; and 5) Exemplary Talent.

II. Fairness

- I will encourage debate, expressions of different opinions and listen with an open mind to others’ ideas.
- I will be fair, just and impartial in all my decisions and actions.

III. Trustworthiness

- I will make no personal promise or take private action that may compromise my performance or responsibilities.
- I will work to ensure accountable and prudent use of DPDC resources.
- I will keep in mind that, alone, I am not the Board and as such I will not act on behalf of the Board, nor make representations on behalf of the Board unless specifically authorized to do so.

IV. Honor

- I will tell the truth, will share my views while working for consensus, and respect the majority decisions of the Board.
- I will not release confidential information.

V. Integrity

- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will not disclose information that is confidential by law or that will needlessly harm DPDC if disclosed.
- I refuse to surrender judgment to any individual interest group at the expense of the DPDC as a whole.

VI. Service

- I will diligently prepare for and attend DPDC Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the Managing Director.
- I will focus my attention on fulfilling the Board’s responsibilities of goal setting,

policy making and evaluation.

VII. Qualifications/Personal Statement

- Please describe your qualifications to serve on the Democracy Prep DC Board:

SAMPLES: As...I have deep knowledge of public charter schools and the educational environment of Washington, DC.

- Please provide a brief personal statement for why you want to serve on the Democracy Prep DC Board and the specific knowledge and experience you would bring to the Board:

SAMPLES:

I am impressed with the successful track record of Democracy Prep's schools in Harlem. I deeply believe Washington, DC students will benefit from its mission of educating responsible citizen-scholars for success in the college of their choice and a life of active citizenship.

I believe in the mission of Democracy Prep and want to help them grow successfully into a national network of high performing public charter schools.

I want to provide guidance to an organization that is working to increase the number of college-educated citizens in Washington, DC.

Founding Member Signature: _____ **Date:** _____

Trustee Signature: _____ **Date:** _____



DEMOCRACY PREP PUBLIC SCHOOLS

Work Hard. Go to College. Change the World!

FINAL DRAFT Board Member Job Description

Overview

We are very happy you have chosen Democracy Prep to become involved as a board member. Being a board member is a very rewarding experience. Your hard work and dedication will help change many children's lives.

At every school, DPPS has helped to assemble a Board of dynamic leaders with the expertise and motivation to support the school's mission and vision. The Board is comprised of individuals from diverse backgrounds and is representative of a unique mix of personal histories, professional talents, gender and ethnicity.

The Board's governing philosophy is to provide guidance, leadership and direction through the development of innovative policies and take on the general oversight, policy-making, and fiduciary obligations associated with operating the School in an efficient and ethical manner. These policies provide a framework within which the school leader and the CMO are empowered to work to educate children and make Democracy Prep a national model of public education for urban communities.

The Board will also be accountable for ensuring compliance with the Public Charter Schools Act of 1996 and other applicable state and federal laws and obligations. In summary, the Board will be accountable for the performance of the school and hold the CMO accountable for the delivery of the highest quality of services.

The Board will be hands-off with regards to the day-to-day management and operations of the School. Specifically, the Board shall delegate to the management organization and to the appointed school leader the authority and decision-making responsibility for day-to-day operations of the School.

Responsibilities of a Board member:

- ____ Understand Democracy Prep mission, vision, goals
- ____ Serve a ____ year term
- ____ Regularly attend and participate at Board Meetings
- ____ Serve on a board committee
- ____ Make a personal financial contribution to Democracy Prep
- ____ Serve in leadership and advocacy positions as appropriate
- ____ Participate in Board workshops and retreats
- ____ Serve as an active ambassador of Democracy Prep values, mission, goals and programs
- ____ Introduce donors to provide support to Democracy Prep

Responsibilities of the Board:

- ____ Establish and maintain fiscally-sound budget practices
- ____ Set policies and procedures consistent with the law, and DPPS bylaws
- ____ Evaluate the performance of DPPS on an annual basis

Board Member

Date

DEMOCRACY PREP
CODE OF ETHICS & POLICY ON CONFLICTS OF INTEREST FOR
SCHOOL TRUSTEES, OFFICERS AND EMPLOYEES

I. Code of Ethics

The Board of Trustees recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school board trustees and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the District of Columbia Municipal Regulations to adopt a code of ethics consistent with the provisions of the Washington D.C. School Reform Act of 1995 (amended 1996, setting forth the standards of conduct required of all school trustees, officers and employees.

Therefore, every officer and employee of the school, whether paid or unpaid, including Board Trustees, shall adhere to the following code of conduct:

1. *Gifts:* An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. *Confidential information:* An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
3. *Representation before the Board:* An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.
4. *Representation before the Board for a contingent fee:* An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon

any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. *Disclosure of interest in matters before the Board:* A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.
6. *Investments in conflict with official duties:* An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.
7. *Private employment:* An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
8. *Future employment:* An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics

The chief administrator shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board’s code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

II. POLICY ON CONFLICTS OF INTEREST

The Washington D.C. School Reform Act of 1995 (amended 1996), defines prohibited conflicts of interest for school trustees, officers and employees.

Under the Washington D.C. School Reform Act of 1995 (amended 1996), no school officer or employee may have an interest, direct or indirect, in any contract with the School, when such trustee, officer or employee, individually or as a member of the Board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above. No Treasurer may have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of his/her school. This, however, does not preclude payment of lawful compensation and necessary expenses of a school employee in one or more public offices or positions of employment, the holding of which is not prohibited by law.

Exceptions to Law

The Washington D.C. School Reform Act of 1995 (amended 1996) enumerates a number of exceptions to its general rule prohibiting conflicts. Specifically, the statute provides that its prohibitions on conflict of interest do NOT apply to:

- a) The designation of a bank or trust company as a depository, paying agent, registration agent or for investment of funds of a municipality except when the chief fiscal officer, treasurer, or his/her deputy or employee, has an interest in such bank or trust company; provided, however, that where designation of a bank or trust company outside the municipality would be required because of the foregoing restriction, a bank or trust company within the municipality may nevertheless be so designated;
- b) A contract with a person, firm, corporation or association in which a municipal officer or employee has an interest which is prohibited solely by reason of employment as an officer or employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;
- c) The designation of a newspaper, including but not limited to an official newspaper, for the publication of any notice, resolution, ordinance or other proceeding where such publication is required or authorized by law;
- d) The purchase by a municipality of real property or an interest therein, provided the purchase and the consideration therefore is approved by order of the supreme court upon petition of the governing board;

- e) The acquisition of real property or an interest therein, through condemnation proceedings according to law;
- f) A contract with a membership corporation or other voluntary non-profit corporation or association;
- g) The sale of lands and notes pursuant to Section 60.10 of the local finance law;
- h) A contract in which an officer or employee has an interest if such contract was entered into prior to the time he/she was elected or appointed as such officer or employee, but this does not authorize a renewal of any such contract;
- i) Employment of a licensed physician as school physician for a school upon authorization by a two-thirds vote of the board of trustees;
- j) A contract with a corporation in which an officer or employee has an interest by reason of stockholdings when less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such officer or employee;
- k) A contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;
- l) A contract for the payment of a reasonable rental of a room or rooms owned or leased by an officer or employee when the same are used in the performance of his/her official duties and are so designated as an office;
- m) A contract for the payment of a portion of the compensation of a private employee of an officer when such employee performs part-time service in the official duties of the office;
- n) A contract in which a school officer or employee has an interest if the total consideration payable thereunder, when added to the aggregate amount of all consideration payable under contracts in which such person had an interest during the fiscal year, does not exceed the sum of seven hundred and fifty dollars;
- o) A contract with a member of private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an interest, provided the member discloses such interest to the council and the member does not vote on the contract.

Express Prohibitions

In addition, the law clearly states that a trustee, officer or employee may not:

- a) Directly or indirectly, solicit any gift, or accept or receive any gift having a value of \$75 or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing, or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him/her in the performance of his/her official duties, or was intended as a reward for any official action on his/her part;
- b) Disclose confidential information acquired in the course of his/her official duties or use such information to further his/her personal interests;
- c) Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board; or
- d) Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered.

Penalties

Any contract willfully entered into by or with a school in which there is a prohibited interest is void and unenforceable. In addition, any trustee, officer or employee who willfully and knowingly violates the foregoing provisions shall be guilty of a misdemeanor.

It should be noted that competitive bidding does not cure the prohibition against having any interest in a contract when the trustee, officer or the employee has the power to approve the contract.

The law further authorizes, in addition to any other penalty imposed, that any person who knowingly and intentionally violates the above may be fined, suspended, or removed from office or employment in the manner provided by law.

Disclosure of Interests

The Legislature has also enacted various disclosure requirements, in an effort to protect the public and to publicize conflicts of interest, so that both the public and the governing body might take appropriate account of any personal interests in assessing the public benefit of a personal transaction.

Any trustee, officer or employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the Board as soon as he/she has knowledge of it.

Although certain interests may not be expressly prohibited by law, they are still subject to disclosure requirements. Legal counsel should be sought concerning any question regarding disclosure of specific items.

The law requires that written disclosure be made part of and set forth in the minutes of the Board. Once made, no further disclosures with respect to additional contracts with the same party during the remainder of the fiscal year need be made.

DEMOCRACY PREP PUBLIC SCHOOLS



Elementary School Handbook 2013-14

Welcome to the DPPS Team and Family!!

Democracy Prep Public Schools
207 West 133rd Street
New York, NY 10030

For information about the Democracy Prep Public Schools, please email
DPPSinfo@democracyprep.org
www.democracyprep.org

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MESSAGE TO OUR FAMILIES

Welcome to Democracy Prep Public Schools!

As a part of our team and family, you have joined a community of people who have dedicated their professional lives to helping all children reach their full potential.

The mission of Democracy Prep Public Schools is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship.

The motto of Democracy Prep Public Schools is: *Work Hard. Go to College. Change the World!*

As is the case with any family, the Democracy Prep Public Schools network needs a set of rules and guidelines to help us understand and get along with each other. The purpose of this Handbook is to make sure that we have consistent expectations across our schools. The network Handbook may not answer all of your questions, but it should provide examples of Democracy Prep’s mission, procedures, expectations, and guiding principles.

This Handbook replaces any prior years’ Handbooks, including previous Handbooks for Democracy Prep elementary schools. As Democracy Prep always seeks to improve, we reserve the right to amend, modify or change the provisions of this Handbook. We will of course provide all scholars and families notice of any significant changes in the policies reflected in the following pages.

Please note that where we refer to “parents” in this Handbook, that term is meant to include both parents and legal guardians even where we do not specifically refer to guardians.

OUR SCHOOLS

Democracy Prep Charter Middle School
2230 Fifth Avenue (Grades 6-8)
New York, NY 10037

Harlem Prep Charter Elementary School
240 E. 123rd Street (Grades K-5)
New York, NY 10035

Democracy Prep Charter High School
222 West 134th Street (Grades 9-12)
New York, NY 10030

Harlem Prep Charter Middle School
410 E. 100th Street (Grades 6-7)
New York, NY 10029

Democracy Prep Harlem Charter Middle School
207 West 133rd Street (Grades 6-8)
New York, NY 10030

Democracy Prep Endurance Charter School
250 West 127th Street (Grades 6-7)
New York, NY 10027

Democracy Prep Harlem Charter Elementary School
2005 Madison Avenue (Kindergarten)
New York, NY 10035

Freedom Prep Charter School
1400 Collings Road (Grades 6-8)
Camden, NJ 08104

Democracy Prep Harlem Charter High School
212 West 120th Street (Grade 9)
New York, NY 10027

OUR MISSION, VISION, AND CORE VALUES

Our Mission

The mission of Democracy Prep Public Schools is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship.

We will achieve our mission through:

- Rigorous college-prep academics
- Frequent use of data and assessment
- More time to learn
- A respectful and structured school culture
- Exemplary teachers

Our Vision

Democracy Prep will provide a rigorous academic program focused on the knowledge, skills, and character necessary to master core academic subjects in preparation for success in college. Scholars will receive highly structured civic and leadership education, preparing them to be active citizens in our democratic society.

Our Core Values: D.R.E.A.M.

Discipline. *We do our best or we do it again!* Our scholars, teachers, and staff understand that discipline is the key to success. We have strict rules and high expectations. We expect our scholars to follow these rules so they can learn in a safe and orderly environment, and we expect our teachers and staff to enforce these rules so as to empower our scholars to succeed. We also support our scholars as they build the internal discipline necessary to do the hard work that it takes to get them to and through college. Discipline means staying focused, following rules the first time they are issued, studying and reading every night, and establishing and adhering to personal routines that will lead to success.

Respect. *I'm nice to you, be nice to me.* Our community is built on respect. Teachers respect scholars by expecting them to achieve great things and by treating them with dignity and fairness. Scholars respect all teachers and staff because they realize that disrespectful behavior sacrifices precious learning time. Scholars respect each other because we are a team and family who work together to achieve our goals. We do not tolerate verbal or physical disrespect.

Enthusiasm. *Excited scholars, our school has them!* When you work hard, it is essential to find joy in your work. We believe in teaching children how to be joyful in their learning by approaching it with curiosity, gratitude, and tons of spirit! We also believe in creating opportunities for children to earn the ability to play together as a team, as enthusiasm is created both by working hard and playing hard. Enthusiasm means actively participating in every moment of class, asking questions even when you are confused, adding color to a homework assignment even when the teacher doesn't tell you to, walking with urgency to and from classes, taking a risk to try something difficult, keeping your head up even when faced with a challenge, and finding ways to show that you love what you do.

Accountability. *Always accept responsibility.* Accountability is the conscious and public act of taking responsibility for something you have done, good or bad. In order to work in a community with high expectations, respectful conversations, and positive attitudes, scholars, teachers, and staff will hold each other accountable for our words, actions and decisions. Accountability means acknowledging and apologizing for mistakes, changing hurtful behavior into supportive behavior, letting an adult know if someone is doing the wrong thing, accepting the consequences of our decisions, accepting praise and being proud of amazing accomplishments and hard work. Accountability shows that we are honest and

responsible with ourselves and with each other and are therefore prepared to achieve our fullest potential.

Maturity. *When you act grown up, you'll be what you want to be.* Maturity is doing the right thing because it is the right thing to do, even if no one is watching. To be mature means that you find ways to be kind to your team and family – even toward the people that you may not know or like. Maturity means that you work hard and put forth 100% effort because your future is important to you.

TEAM AND FAMILY RESPONSIBILITY CODE

Teachers: We fully commit to Democracy Prep in the following ways:

- We will arrive at Democracy Prep each day before 7:30 a.m.
- We will work harder and longer than others because we will do whatever it takes for our scholars to achieve excellence.
- We will make ourselves available to scholars and parents by phone, email, writing, and in person, and we will respond respectfully to any concerns they have.
- We will always protect the safety, interests, and rights of all individuals in the classroom.
- We will prepare engaging and rigorous lessons with meaningful homework assignments and frequent assessments.
- We will use data from tests and assignments to make sure every scholar succeeds.
- We will provide individual and small group tutoring to ensure our scholars succeed.

Failure to adhere to these commitments can lead to our removal from the DPPS Team and Family.

Scholars: I fully commit to Democracy Prep in the following ways:

- I will arrive to school each day on time and ready to learn.
- I will remain at school until dismissal.
- I will attend required tutoring sessions and homework club after school as assigned and on Saturdays when necessary.
- I will attend Summer Academy if it is necessary for promotion or success.
- I will share reports of my academic and behavioral progress with my family whenever I am asked.
- I will study the DPPS Handbook and abide by the rules contained within.
- I will ask appropriately for clarification if I am confused about why something is important. I will remember that my teachers and my school want what is best for me, even when I do not always understand how.
- I will use DISCIPLINE to complete my homework, prepare for tests and quizzes, arrive at school on time, and wear the proper uniform.
- I will act with RESPECT towards my peers, my teachers, all adults in the community, and all school property.
- I will show ENTHUSIASM in all that I do – learning in class, participating in an after-school activities, attending a field trip or lecture, or presenting in front of the school.
- I will show ACCOUNTABILITY by admitting when I have made a mistake and by not blaming other people for my actions.
- I will strive for MATURITY in my actions and thoughts, which means figuring out the right thing to do and doing it even when no one is watching.

I am responsible for my own behavior and I will follow my teachers' directions. I understand that failure to adhere to these commitments can lead to the imposition of appropriate consequences and the loss of

privileges. Democracy Prep Public Schools are schools of choice. I understand that my parents are free to remove me at any time.

Families: We fully commit to Democracy Prep in the following ways:

- Our family will ensure our child arrives at school on time or before the start of the scheduled school day Monday through Friday and for any required Saturday Academy.
- We will pick our scholar up on time each day.
- We will make arrangements so that our child can remain at Democracy Prep until he or she is dismissed.
- We will make arrangements so that our child can attend any and all required after school activities and provide documentation when necessary family affairs conflict with detention or school events.
- We will ensure our child attends Summer Academy if deemed necessary by the school.
- We will check homework logs nightly and always help our child learn in the best way we know how.
- We will review all communication from the school and the teachers, check and assist with homework and review planners nightly, allow our children to call his or her teachers for help when necessary, and make sure that he or she reads every night.
- We will call our child's teachers when we have a concern about our child's academic or behavioral performance or progress.
- We will support the school's civic initiatives by being a registered voter, attending advocacy events, and attending at least one civic field trip.
- We will make ourselves available to the school, attend as many school events as we are able, and be in close contact with our child's teachers.
- We will volunteer and contribute to and support the school in every way possible.
- We will provide the school with our most up-to-date contact information.
- We will allow our child to participate in field trips if he or she has earned them.
- We will ensure our child understands and follows the school's attendance, tardiness, and uniform policies.
- We will support Democracy Prep in enforcing the school rules so as to protect the safety, interest, and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.

Failure to adhere to these commitments can cause our child to lose various privileges at Democracy Prep.



BASIC OPERATIONAL EXPECTATIONS AT OUR SCHOOLS

Arrival and Dismissal

An on-time arrival is crucial to laying the foundation for academic success. Being on time also communicates important values. We expect all of our scholars to prioritize punctuality and adopt the belief that being on time shows accountability, discipline, and respect. Scholars are always expected to arrive on time for school and for school events. Tardiness will not be tolerated. A scholar will receive an appropriate consequence each time he or she is tardy. Repeated infractions will result in further consequences.

WEEKDAY	ARRIVAL	DISMISSAL:	Consequence for Tardiness
Monday-Thursday	In the building by 7:45 a.m.	4:00 p.m.	Loss of DREAM Dollars
Friday	In the building by 7:45 a.m.	1:00 p.m.	NOTE: Three late arrivals is the equivalent of 1 absence

Please note that scholars arriving late will not have time to eat a full breakfast.

Transportation

Democracy Prep will help to ensure safe transportation as per state and/or city regulations. All requests or concerns regarding transportation must be submitted in writing to the Registrar or Operations Manager.

DROP-OFF at Democracy Prep:

Doors open for scholars at 7:30 a.m. Parents may drop off their children at the school between 7:30 and 7:45a.m. After 7:45 a.m., scholars will be considered late. Do not leave your child unattended in the lobby prior to 7:30.

PICK-UP at Democracy Prep:

Dismissal is at 4:00 p.m. Monday through Thursday and at 1:00 p.m. on Friday. All escorts picking up scholars must be on the approved escort list provided by the family prior to the school year, and ID will be checked the first time any escort picks up a scholar. If you are picking up a scholar who is not yours, please make sure you are authorized to pick up that scholar.

BUS PICK-UP

Parents must arrange for any child riding the bus to be picked up promptly at the stop. Parents who fail to pick up their child from the bus stop are putting their child in danger. Failure by a family to pick up their child at the bus stop will be considered neglect. The first offense will result in a written warning, the second offense will require a family conference to problem-solve, and the third offence will result in referral to the appropriate authorities.

CHANGES TO SCHOLAR TRANSPORTATION

Please contact the school *at least one hour prior to dismissal* if you have made changes to your scholar's transportation. The Receptionist will communicate any transportation changes to homeroom teachers.

School Closings

Democracy Prep generally follows the same calendar for holidays and weather-related emergencies as the NYC Department of Education. Families will receive an automated call from the school notifying them of any weather-related closings.

Food and Meals

Democracy Prep participates in the National School Lunch Program, which provides free or reduced-price lunches to eligible scholars. Applications and eligibility criteria are provided to all parents, and applications are required to be completed by all families every year.

A healthy breakfast and snack is available each day for DPPS scholars. Scholars must adhere to the school rules regarding appropriate time and place to eat any food items not provided by the school. All breakfast items must meet guidelines for a healthy breakfast. Each school reserves the right to confiscate any items not meeting these guidelines (e.g. fast food) and to replace them with DPPS-approved items.

Lunch is available for scholars five days a week. Lunch choices and cost may vary by school. Scholars whose families meet the eligibility requirements and complete the requisite paperwork will receive free or reduced-price lunch. As above, scholars must follow the guidelines provided by the school regarding food items brought from home. The school reserves the right to confiscate any items not meeting these guidelines and replace them with DPPS-approved items. Lunches brought from home must be healthy. Fast food, soda, and candy are never acceptable items for lunch. Pastries, sugary snacks, and other calorie-rich items should not be sent. Families who send scholars to school with questionable lunches may be asked to meet with the School Nurse.

Parents are responsible for informing the school of any allergies that their scholars may have prior to the school year.

Attendance and Punctuality

Attendance is vital for the educational well-being of individual scholars and the school community.

Parents and guardians are expected to ensure that their child attends school every day and are strongly discouraged from scheduling appointments for their children during the school hours. **If your child must be absent due to illness or an emergency, please contact the school with as much advance notice as possible, and no later than 7:30 a.m. on the day of the absence.** Arrangements should be made to pick up homework. In order for the absence to be verified, you must both afford the school as much advance notice as possible and also provide documentation following the absence explaining the nature of the sickness or emergency (e.g. a doctor's note or a detailed letter including the date(s) and reason for the absence).



Undocumented absences are never acceptable. Excessive undocumented absences in a year may lead to mandatory Summer Academy or retention. Further, every three tardy arrivals to school equal one absence. A record of all absences and absence notes will be maintained by the school and consulted if retention becomes a possibility.

Excessive absences, even when documented and verified, will result in parents and guardians being asked to meet with school officials. Democracy Prep may contact appropriate authorities if a scholar is repeatedly absent from school.

Attendance – Consequences for Absences

While scholars with superlative attendance records receive recognition for their discipline, accountability, and maturity, those who fail to meet expectations receive appropriate consequences.

No Absences in a Trimester: The scholar and family are congratulated and recognized for exceptional attendance and commitment to their education.

Three Absences in a Trimester: Democracy Prep considers three absences in a single trimester a serious issue. When this occurs, the school reserves the right to notify the scholar's parent/guardian, and further steps such as requiring families to attend formal meetings and create attendance "action plans" may be required.

Six Absences in a Year: Democracy Prep considers six absences over the course of a school year a serious issue. When this occurs, the school reserves the right to call the scholar's parent/guardian to the school to meet with the social worker and/or school leader. At such a meeting, the problem will be discussed and an attendance plan will be developed.

More than Nine Absences in a Year: If a scholar is absent more than nine times in a year, the scholar may be considered a truant. When this occurs, the scholar is at risk of not being promoted to the next grade. The parent/guardian will be called to the school to meet with the social worker and school leader. The school leader reserves the right to retain any scholar who misses more than nine days of school. In addition, a report may be filed with the New York City Administration for Children's Services or the New York State Office of Children and Family Services.

Twenty Absences in a Year: If a scholar is absent twenty times in a year, the scholar will be considered a habitual truant. At this point, the school administration may file a written complaint with a relevant court or child services agency alleging the belief that the acts or omissions of the child are such that his/her family has service needs. The Board of Trustees or its designee will submit an annual report to the New York State Office of Children and Family Services that reports the number of habitual truants at its school.

Attendance – Tardiness

Getting to school on time is a key to each scholar's success — at school and in life. Late scholars miss academics, and tardiness in general is a bad habit. At Democracy Prep, learning begins the moment scholars walk in the door. For instance, scholars read and complete challenging Critical Thinking problems during breakfast. Scholars who are late miss essential reading instruction, disrupt the learning of other scholars, and risk falling behind on our ambitious curriculum.

Definition of Tardiness

Our doors open at 7:30 a.m. each morning. Scholars must arrive between 7:30 and 7:45 a.m. Scholars arriving after 7:45 a.m. are considered tardy. In cases when a school bus arrives late, those scholars riding the bus are not considered tardy.

Consequences for Tardiness

The following is an outline of consequences for tardiness:

No Tardies in a Trimester – The scholar and family are congratulated and recognized for being "on time" and for their true commitment to education.

Three Tardies in a Trimester – If a scholar is late three times in a Trimester, it is considered a serious issue. Should this occur, the school reserves the right to call the parent/guardian to discuss the problem and develop an "On Time" plan.

Three Tardies Equals One Absence – Three tardies is equivalent to one absence and will be recorded as such in the scholar's file.

Seven Tardies in a Year – If a scholar is late seven times in a year, it is considered a serious issue. Should this occur, the school reserves the right to call the parent/guardian to the school to meet with the social worker and/or school leader. At such a meeting, the problem will be discussed and an “On Time” plan will be developed, or — if such a plan is already in place — will be modified or reinforced.

Since every three tardy arrivals will be recorded as an absence, excessive tardiness is also a truancy problem. If a scholar is absent more than nine times (and some or all of these absences may actually be due to excessive tardiness), the scholar will be at risk of not being promoted to the next grade. Scholars with excessive tardy arrivals may also be considered habitual truants. In such cases, the school administration may file a written complaint with a relevant court or child services agency alleging the belief that the acts or omissions of the child are such that his/her family has service needs.

Educational Neglect

Habitual absence significantly harms a scholar’s educational progress. Democracy Prep is required to file a report with the State Central Register when a parent or guardian fails to ensure his or her scholar’s prompt and regular attendance in school or keeps a scholar out of school for impermissible reasons to the detriment of the scholar’s education.

Scholar Uniform

All Democracy Prep scholars must come to school every day, including required Saturdays and field trips, wearing the required uniform. They must also wear the required uniform on all school field trips. Uniforms create a sense of unity, professionalism, and discipline for the scholars and for the school.

The Democracy Prep uniform always includes required shirt/pants/belt or jumper and socks/shoes. Shoes must be black. Belts must be solid black. Glasses must be worn for scholars who need glasses. Jewelry is limited to simple earrings and watches. Necklaces must be worn underneath the shirt. No bracelets or rings of any kind may be worn.

The Democracy Prep Elementary School Uniform

1. Navy blue polo shirt with DPPS logo (short- or long-sleeved)
 - a) Shirt neatly tucked into pants
2. Gray slacks with belt loops
 - a) Slacks may not have pockets anywhere on the leg (no carpenter or cargo pants).
 - b) Slacks may not have any visible logos.
 - c) Slacks may not be made of jean or corduroy material.
 - d) Slacks may not be too loose or too tight.
 - e) Slacks must be worn at or above the hip line.
3. All black belt — no studs, designs, or extra notches.
4. All black socks.
5. All black shoes — no logos or markings of any other color are permitted.
6. Official DPPS sweater during cold months.
7. All hair must be professional and free of unnatural color.
8. No jewelry, with the exception of one pair of stud earrings not to go below the ear lobe, may be worn.

The Democracy Prep uniform NEVER includes tattoos, fake tattoos, any sort of visible writing on the skin, designs shaved into the hair, mohawks, colored hair, hats, kerchiefs, bandanas, other head coverings which do not have a religious purpose, or outer garments such as hoodies or sweatshirts.

The DPPS gym uniform, which may only be worn on Fridays, consists of:

1. Navy gym shirts with DPPS logo on front
2. Gray gym sweatpants or shorts with DPPS logo
3. Black sports socks
4. All black sneakers — no logos or markings of any other color are permitted.

Scholar Supplies

Democracy Prep makes every effort to equip scholars with the supplies they need for the start of the year. In order to prepare scholars to complete nightly homework, **families should provide a quiet place to study with a hard, flat surface and have the following supplies at home:**

- paper
- pencils
- pencil sharpener
- eraser
- crayons, markers and colored pencils
- highlighter
- glue sticks
- scissors

In addition, Democracy Prep welcomes donations of the following classroom supplies:

- Clorox/Lysol wipes
- tissue boxes
- paper towel rolls
- gallon-sized and sandwich-sized baggies
- dry-erase markers and dry erasers
- hand sanitizer
- glue sticks
- children's books!

Parents wishing to donate more significant items may visit www.donorschoose.org and search for Democracy Prep or see the school office staff.

Scholars may be asked to replace any supplies that become worn down or depleted throughout the year. Scholars must also maintain their binders, folders and other organizational supplies with high standards of neatness and cleanliness. Democracy Prep expects its scholars to show respect for their belongings, whether they were purchased by their family or by the school.

Scholars must be prepared each day with the required supplies including homework, handouts, and independent reading books. Failure to be prepared with materials will result in appropriate consequences.



SCHOLAR EXPECTATIONS AND RIGHTS

Personal Belongings

Democracy Prep Public Schools are rigorous instructional settings. Therefore, personal belongings that distract from the safe, respectful, and fast-paced instructional environment are not permitted.

Examples of items not allowed in Democracy Prep schools include:

- gum and candy of any kind;
- real, toy, or model weapons including pocket knives, exacto knives & water guns;
- excessive amounts of cash;
- any illegal substance;
- stuffed animals or dolls;
- materials (e.g. songs, papers, lyrics, art, or notes) that contain inappropriate or offensive language, images or suggestions;
- fireworks, sparklers, poppers, snappers, fountains, bottle rockets, and any other explosive devices; and
- cell phones, radios, iPods, or portable gaming systems.

If a scholar is seen with any of the items in the list above, the item may be confiscated and not returned until a parent or guardian meets with the school leadership.

Note: Cell phones, radios, iPods, portable gaming systems, and other non-instructional electronic devices must be turned off and put away before entering the school property, unless explicit permission has been given by the school leader. Any electronic equipment used without permission may be confiscated.

Scholars may bring cell phones to school for safety reasons, but phones may never be turned on or used in the school building without explicit permission and supervision from a DREAM team member. Failure to comply with this expectation may result in confiscation or another consequence.

Scholar-Family Contact During the Day

Scholars will be able neither to receive messages from parents nor to transmit messages to parents during the school day except in the case of emergency. Scholars will only be given permission to use the school phone in cases of emergency or at the school's discretion.

Search of Scholar Belongings

Democracy Prep must maintain a safe and orderly environment for all our scholars and staff. In order to do so, the school reserves the right to search any and all persons or belongings on school property for illicit material. Such searches can be either random or with reasonable suspicion and may include a scholar's person, backpack pockets, lockers, cell phones, other belongings, etc.

Book Borrowing at Democracy Prep Public Schools

Democracy Prep is extremely proud of how much our scholars love books. We are also proud of our book collections. In order for the collections to be maintained, they must be respected. Scholars must be accountable for any books they have borrowed and must return them in a timely manner and in the same condition as when borrowed. Damage to books may result in loss of book borrowing privileges, financial responsibility for the book, or community service.

Internet Content Filtering Policy

Undesirable Materials

Democracy Prep will take all possible precautions to restrict access to undesirable materials

including, but not limited to, installing content filtering software/hardware solutions on its network or using an Internet provider that uses content filtering software on its equipment to screen all Internet websites by URL and/or by keyword search. However, scholars must also accept responsibility for restricting their own access to these materials. Scholars who gain access to undesirable Internet materials must report these materials to their teacher immediately.

Security

Scholars must not allow others to use their network accounts. Designated school officials may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect files stored on school servers to be private. Democracy Prep has the right, but not the duty, to inspect, review, or retain electronic communication created, sent, displayed, received or stored on and over Democracy Prep's Computer Information Systems (CIS) and to monitor, record, check, track, log, access or otherwise inspect its CIS. Passwords and message delete functions do not restrict Democracy Prep's ability or right to access such communications or information. Democracy Prep further reserves the right to allocate fileserver space as it deems appropriate.

SCHOLARS SHOULD HAVE NO EXPECTATION OF PRIVACY IN ANYTHING THEY CREATE, STORE, SEND, RECEIVE, OR DISPLAY ON OR OVER DEMOCRACY PREP'S CIS, INCLUDING THEIR PERSONAL FILES OR ANY OF THEIR USE OF THESE SYSTEMS.

Democracy Prep reserves the right to access, view, record, check, receive, monitor, track, log, store, and otherwise inspect and utilize any or all Democracy Prep CIS, and to monitor and allocate fileserver space. Users of Democracy Prep's CIS who transmit or receive communications and information shall be deemed to have consented to having the content of any such communications accessed, viewed, recorded, checked, received, monitored, tracked, logged, stored, and otherwise inspected or utilized by Democracy Prep.

Email

Only school-approved email will be allowed on school premises. Scholars must receive explicit permission from their teacher to engage in any other email activity.

Downloading

Downloading from the Internet without approval from a member of the DREAM Team is not allowed.

Social Media Policy

When used inappropriately, social media can transform from a powerful educational tool that allows scholars to connect, communicate, and access a wealth of informational resources into the source of serious long-term consequences. College admissions officers and prospective employers will not hesitate to use any social media missteps — even those made when a scholar is quite young — when considering an individual's candidacy for admission or employment. For Democracy Prep scholars to succeed in the college of their choice and a life of active citizenship in a hypercompetitive environment, it is imperative that they maintain digital footprints as impressive as their academic records of achievement.

In recognition of both the educational purpose that social media can serve and the necessity of certain restrictions, this policy is designed to foster the responsible and appropriate use of social media at Democracy Prep Public Schools. DPPS defines "social media" as "any method of communication in cyberspace." For the purposes of this policy, this includes, but is not limited to,

any website, program or application that involves Internet forums, weblogs, social blogs, microblogging, wikis, podcasts, and the sharing or posting of photographs, pictures or videos and the rating or tagging of the same. This includes, but is certainly not limited to, the following examples: Facebook, Twitter, Instagram, Wikipedia, Skype, MySpace, LinkedIn, Flickr, YouTube, Vimeo, Google-Plus, Bebo, and Friendster.

This social media policy applies any time scholars are on school grounds, using school property, under the supervision of school authority, or using social media in a manner that endangers a scholar's or staff member's physical or emotional safety, security or well-being and materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. This policy does not apply to a scholar's private use of social media that in no way involves or impacts upon Democracy Prep, staff, or other scholars, though Democracy Prep strongly encourages all scholars to make intelligent and safe choices when using social media.

Scholars are responsible for their own behavior when communicating with social media and will be held accountable for the content of the communications that they transmit or post. Scholars are responsible for complying with Democracy Prep's conduct requirements. Scholars may not disrupt the school's learning atmosphere, educational programs, or activities, and may not violate the rights of others. What would be considered inappropriate in the school or classroom is inappropriate online.

Social media may only be used with the explicit permission of a DREAM Team member and for educationally related purposes while on Democracy Prep grounds. Social media is not to be used, at any time, to fraternize with any other individual or to communicate non-educational messages or information. Scholars are prohibited from posting or publishing any insensitive or inappropriate information or content on any social media and from viewing any insensitive or inappropriate social media content. Such insensitive or inappropriate social media includes, but is not limited to, threats, ethnic slurs, personal insults, obscenity, drug or alcohol related content, content of a sexual nature, and content involving violence. Should a scholar at any time post, publish, or view such social media content, he must notify a teacher or administrator immediately. Immediately reporting the posting, publishing or viewing of such inappropriate content will be given significant weight in considering the level of discipline issued.

Scholars are prohibited from communicating with teachers or administrators via social media. The only permissible electronic method of email communication with a teacher is through emailing the teacher or administrator at his or her Democracy Prep email account.

Scholars are prohibited from impersonating or assuming the identity of any other individual while using social media. Scholars are prohibited from posting or publishing any information about themselves or another individual that is confidential or of a private nature. This includes posting information such as last names, school names, addresses, email addresses, phone numbers, other contact information, or any other information a scholar might reasonably expect another individual to want to keep private.

Scholars are prohibited from using any device capable of capturing video, pictures, or audio to record or take pictures of any other individual without their express consent and permission. In addition, use of such recording devices on Democracy Prep grounds is strictly prohibited. Moreover, no such recordings or pictures shall be posted on social media unless they are educationally related. Also, scholars are not allowed to "tag" an individual in a picture or recording without their express consent and permission. Scholars must immediately comply with any request that infringing materials be removed from any social media platform.

The use of social media is a privilege, not a right, and the violation of any provision of this policy will result in the restriction of a scholar's social media access and/or the imposition of additional appropriate consequences.

Scholars should always be mindful of the fact that material posted or published online will be public for an indefinite period of time and may perhaps become a permanent part of their record. Scholars should be sensitive of others, should avoid posting or publishing anything distasteful, and should not post or publish anything they would not be willing to say to an individual in person.

Scholar Records

Federal and state laws provide parents or guardians and eligible scholars (those who are age 18 or older) with rights of confidentiality, access, and amendment relating to scholar records. Copies of the regulations detailing these rights are available from the Scholar Registrar. The following is a general overview:

Access and Amendment: A parent or eligible scholar has the right to access scholar records and to seek amendment if the parent or eligible scholar believes them to be inaccurate, misleading, or otherwise in violation of the scholar's privacy rights.

Confidentiality: Confidential Records include grades, evaluations, disciplinary actions, and health records. Release of scholar records generally requires consent of the parent or eligible scholar. However, the regulations provide certain exceptions. For example, staff members and employees of the district have access to records as needed to perform their duties. Scholar records will also be sent to schools as required by New York law and regulation. *Please note that at Democracy Prep scholar work and results are prominently displayed in classrooms and in the community.*



HEALTH POLICIES AND ATTENDANCE IMPLICATIONS

Scholars must be in attendance in order to experience academic success. To that end, DPPS has strict policies regarding absences, late arrivals and early dismissals for appointments. Democracy Prep strongly encourages all doctors' appointments to be scheduled outside of school hours, as every late arrival, early dismissal, and absence will have a detrimental effect on a scholar's academic grade. If a scholar has a doctor's appointment for which he or she must leave the school early, the parent or guardian must notify the school with as much advance notice as possible and provide proper and adequate documentation to the school upon the scholar's return.

Scholars may not miss a full day of school for a doctor's appointment. **In the event that a doctor's appointment cannot be scheduled after school or on an early dismissal day, scholars must come to school prior to and following all appointments.** Excessive absences will be considered a violation of the Commitment to Excellence.

Medication While at School

- If a child requires medication of any kind (including Tylenol, aspirin, and asthma inhalers):
 - An Authorization to Dispense Medication form must be submitted
 - The medication must be given to the nurse or to the Office Manager by a parent/guardian in the original container
- Any student who carries an asthma inhaler with him/her must provide:
 - An Authorization to Dispense Medication form stating that the student needs to carry the inhaler with him/her
 - A second inhaler that is kept in the nurse's office or with the Office Manager

Whenever a scholar has missed a school day or a single class due to a doctor's appointment or required family affair, the school requires advance notice before the absence and official documentation after the absence. Democracy Prep does not have excused or unexcused absences. Missing school for illness or for a family event has the same effect: missed instruction. Families must always provide documentation for any absence. Frequent absences may result in required Summer Academy or may result in retention.

Immunization

State law where applicable requires that all children entering school must provide proof of immunization against DTaP (diphtheria, tetanus, pertussis), IPV/OPV, MMR (Measles, Mumps, Rubella), Hepatitis A, Hepatitis B, Meningococcal Disease, Varicella (chicken pox), and the annual Influenza vaccine. These requirements can be waived only if a properly signed health or religious exemption is filed with the school. All scholars must have on file proof of the required immunizations before they can be enrolled at a DPPS school. Failure to comply with immunization requirements may result in exclusion from school and missed school days.

SCHOLAR LIFE

Academic Program

The Democracy Prep Public Schools Core Curriculum includes:

- **READING:** A robust reading program that includes both small group differentiated instruction and whole-class instruction using an on-grade-level text.
- **MATH:** Over an hour of Math each day focused on fluency and automaticity with math facts, problem solving, logic, and critical thinking.
- **WRITING:** Scholars practice writing throughout the curriculum and benefit from a dedicated time each day during Writer's Workshop and handwriting practice.
- **SCIENCE:** Scholars will engage in a variety of hands-on, inquiry-based lessons that explore such topics as Earth Sciences, Life Sciences, Physical Sciences, and Technology.
- **CIVICS:** Every scholar at Democracy Prep will study geography, government, and history.
- **SPECIALS:** Every DPPS Elementary Scholar participates in electives such as Music, Performing Arts, and Physical Education on a regular basis.

Our Instructional Model

Our success as a network of schools lies partially in our clear and structured routines found in every Democracy Prep classroom. Our instructional model consists of measurable aims, direct instruction, guided practice, and independent practice. Additionally, each class has regular and frequent assessments that measure each scholar's level of mastery with the content and skills.

Homework

Homework is an important element of our model and is essential for academic success. In addition to completing daily homework assignments, scholars must have an opportunity each night to practice the skills and content learned in class. We expect scholars to read and study sight words every evening for at least 30 minutes. Democracy Prep staff holds scholars to high levels of accountability with regards to homework, evaluates homework based on neatness and accuracy, and checks homework completion each day. Homework is evaluated and contributes to a scholar's final evaluation/report card. Parents must sign their scholars' homework logs on a nightly basis.

At home, scholars must have a quiet place to complete homework and review class work. Democracy Prep staff members are available in person during regular school hours and via email and cell phone up until 9 p.m. each evening to answer homework questions.

Democracy Prep believes that the reward for hard work is an opportunity to be challenged even more. Scholars who show they are capable of excelling in one area will be challenged to excel in other areas.

Scholars are accountable for completing all assigned work. A scholar's ability to make up work and receive credit may be conditioned on the documentation surrounding an absence.

Academic Assessment

Democracy Prep elementary schools use a report card that breaks each scholar's performance into four levels of achievement:

- 4 – Above Grade Level Mastery is demonstrated
- 3 – Grade Level Mastery is demonstrated
- 2 – Partial Mastery is demonstrated, and on track by year-end
- 1 – Minimal Understanding is demonstrated – area of concern

External Assessments and Standardized Tests

Democracy Prep prepares scholars to succeed on standardized tests required for promotion, high school graduation, and college entrance and success. To track scholar growth and mastery in specific content areas, DPPS administers the MAP examination at the beginning and end of each academic year.

Internal Assessments

Teachers monitor scholar progress using a variety of teacher-created and standardized tools. Some of the assessments that we use include STEP (Strategic Teaching and Evaluation of Progress), running records, and regular quizzes and exams. Democracy Prep also uses Achievement Network Interim Assessments in Reading and Math for grades 2-5.

Town Hall

Once each week, Democracy Prep's school community comes together as a Team and Family to celebrate its accomplishments for the week. The purpose of Town Hall is to

- celebrate scholars' academic achievement;
- recognize individual scholar accomplishment;
- build community through performances, skits, songs and chants;
- bring parents, families, and members of the Democracy Prep community together to see what our scholars are learning and mastering each week; and
- build school identity and cohesiveness.

Parents are often welcome to attend Town Hall. Invitations and open dates will be provided to families.

Promotion to the Next Grade

Democracy Prep has tough standards for promotion. It is not automatically assumed that a scholar will pass from one grade to the next: the scholar must earn promotion by demonstrating mastery of the essential knowledge and skills. Scholars may not be promoted if they are performing significantly below grade-level standards. Promotion decisions will be based on a scholar's grades, standardized test scores (when available), attendance, homework completion record, adherence to DREAM values, and other measures including teacher observations. Lastly, a scholar may be retained if he or she misses more than 9 days in a school year, has significant behavior problems that result in significant amounts of missed instructional time, or if the scholar has persistent trouble completing assignments.

Consequences for Not Meeting Promotional Criteria

Scholars who do not meet the criteria for promotion may be retained or required to attend Democracy Prep Summer Academy. At the conclusion of Summer Academy, a final decision for promotion will be made and communicated to the family by the school leader.

Academic Support and Enrichment

Democracy Prep Public Schools is committed to seeing substantial growth and achievement in every scholar. Therefore, Democracy Prep schools provide many opportunities for academic support and enrichment. These opportunities may include:

Opportunity Days. To improve their academic performance, any scholar may be required to attend tutoring or study sessions on Opportunity Days (non-school days including Saturdays and holidays) at the discretion of the school leader and the classroom teachers. Opportunity Day sessions may be mandatory and allow for individualized, targeted instruction. All absences require prior notification

and documentation. Failure to provide documentation will result in an appropriate consequence.

Saturday Field Trips. In order to maximize instructional time during the week, scholars may take field trips on Saturdays. Field trips improve academic performance and prepare scholars for college schedules. The purpose of these trips is academic enrichment and/or exposure to colleges and universities, which they will attend in their future.

Summer Academy. Summer Academy is offered to scholars for additional academic support. To improve their academic performance, some scholars may be required to attend Summer Academy in order to be considered for promotion. Summer Academy will provide support in basic skills and may also address content area gaps. All Summer Academy classes have the goal of closing the achievement gap and have the purpose of ensuring that scholars are performing at or above the expected level.

Special Needs & English Language Learners

Democracy Prep provides special education services and services for English Language Learners in accordance with state and federal special education laws, the Individuals with Disabilities Education Act (IDEA), and the regulations implementing those laws. The Academic Collaborative Team (ACT) Program staff:

- Maintain all special education records in accordance with state and federal laws;
- Schedule all annual IEP reviews;
- Organize professional development for teaching staff; and
- Support teachers in making appropriate curriculum and instruction modifications

FAMILY ENGAGEMENT

Democracy Prep is committed to having families contribute to the academic success of their scholars. As such, we use a variety of methods of communication. Communication may include:

- Regular Progress Reports: A progress report that includes academic and behavioral updates as well as a brief overview of important school events.
- Automated Phone System: Parents may receive a pre-recorded message from DPPS for the following reasons:
 - to issue school-wide reminders and updates to alert families to weather-related school closings,
 - to remind families of important documents requiring signatures, or
 - to inform families of meetings for parents or scholars.

Phone Calls

Every member of the Democracy Prep DREAM team publishes his or her cell phone number at the beginning of the year. Scholars and parents are encouraged to call teachers. If a teacher does not return a message within 24 hours, the school leader should be informed. Abuse of the phone numbers of the DREAM team will result in serious disciplinary action.

Opportunities for Family Involvement

Democracy Prep is a partnership made up of the school leadership, teachers, scholars, and families. Although the job of making decisions about school policy belongs to the school leaders, Assistant Superintendents, and the CEO, family involvement is not only welcome but also absolutely necessary for the success of the school. The Family Leadership Council (FLC) is the family involvement organization at each Democracy Prep school. The mission of the Family Leadership Council is to promote family involvement, to advocate politically for our community, and to support the school, our scholars, and their families. The FLC organizes volunteer opportunities and creates ways to support our scholars in their achievements. There are regular meetings of the Family Leadership Council; all families are welcome and encouraged to get involved. Additionally, we rely on our families, under the leadership of the FLC, to support our efforts for civic engagement through:

- Registering to vote (if eligible)
- Assisting with voter registration drives
- Joining scholars and the DREAM Team for primary and election day activities

Expectations for Families

Teachers may request mandatory family conferences with families of scholars who are in need of academic and behavioral support. All other families are invited to schedule appointments or to stop by to connect with their scholars' teachers.

Democracy Prep families must:

- reinforce Democracy Prep academic and behavior standards at home
- check homework nightly for completion
- help with homework
- call teachers with concerns
- read and sign all notices sent home by the school
- read and respond to family communications when necessary.
- respond promptly to disciplinary calls
- attend school-wide events

- pick up report cards and attend trimester conferences

Gift Giving

Democracy Prep discourages parents from giving gifts to individual teachers. In lieu of a gift, a handwritten note from a scholar is a more appropriate and powerful way to show appreciation and gratitude. Parents wishing to give to the school should review our donation list, visit www.donorschoose.org, or see the Family Leadership Council for creative ways to show appreciation.

Birthdays

The Democracy Prep community celebrates birthdays enthusiastically at Town Hall. Out of fairness to all of our scholars and our desire to ensure an academic environment free of distraction, we ask that parents refrain from visiting scholars on their birthdays and from bringing gifts, food for the class, and balloons. Likewise, we suggest that parents wishing to invite scholars to birthday parties invite the entire homeroom (invitations may be sent to the homeroom teacher to be distributed via the homework folder). Scholars are required to be in uniform on their birthday.

Procedures for Resolution of Parent/Guardian Concerns

Democracy Prep Public Schools is committed to maintaining a strong partnership and ongoing dialogue between its teachers, staff, scholars, and families. If you have a concern about a school policy, academic grade, discipline decision, or anything else, we welcome your input and encourage you to contact the appropriate staff member at the school. We are committed to addressing the concerns of our families and seeking a resolution that first and foremost benefits the academic development of your child toward success in the college of his or her choice.

Informal Complaint Process. If a parent or guardian has a concern or disagreement about a classroom event, curricular or disciplinary decision or other academic issue, he or she should first contact the teacher to attempt to resolve the disagreement through *informal* discussion. If the concern is not adequately resolved, the parent or guardian should request a further meeting. The teacher will contact the school leader and schedule the follow-up conversation. All Democracy Prep staff members are expected to respond to a parent/guardian complaint. Every effort will be made to respond to a parent/guardian complaint as quickly as possible.

Formal Complaint Process. If the informal complaint process fails to produce a satisfactory resolution, a parent or guardian may initiate a *formal* complaint by submitting a letter in writing to the school leader outlining, in detail, the events, policies, or decisions at issue. The school leader will promptly conduct a thorough investigation into the matter and issue a response in writing detailing his or her findings and recommendations. If the parent or guardian is still not satisfied, he or she may appeal the school leader's determination to the Assistant Superintendent for Elementary Schools.

Board of Trustees. If the matter still remains unresolved, the parent or guardian may write to the Board of Trustees to request a review. An item will be placed on the Board's agenda during its next regularly scheduled meeting, and the parent or guardian will have an opportunity to address his or her concerns with the Board at that time. The parent or guardian will be asked to limit his or her comments to 3 minutes. If additional time is necessary for public participation and comments, an extra 30 minutes will be allotted at the end of the Board meeting. A parent or guardian may address the Board at any meeting without going through the informal and formal complaint processes outlined above, but the Board encourages these constructive conversations with the relevant parties prior to direct outreach to the Board. The Board has the power and duty to take action as appropriate.

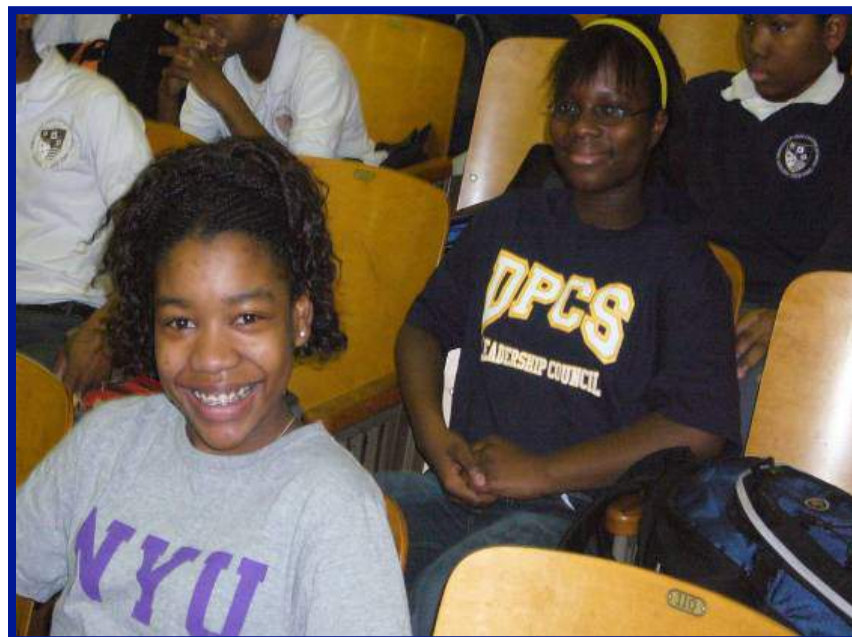
Authorizer. If, after presentation of the complaint to the Board of Trustees, the parent or guardian believes that the Board has not adequately addressed the complaint, the parent or guardian may present the complaint to the school’s authorizer, which may investigate and respond. The authorizer has the power and duty to take remedial action as appropriate.

Contact Information for Authorizers:

For Democracy Prep Charter School & Democracy Prep Harlem Charter School
New York City Department of Education – Charter School Office
52 Chambers Street, Room 413
New York, NY, 10007
charterschools@schools.nyc.gov
212.374.5419

For Harlem Prep Charter School
SUNY CSI
Grievance Desk
Charter Schools Institute
41 State St., Suite 700
Albany, NY 12207
charters@suny.edu
518.433.8277 (ext. 2045)

For Democracy Prep Endurance Charter School
New York State Education Department
Charter School Unit
Room 465, EBA
Albany, New York 12234
518.474.3852



DREAM PRIVILEGES

Although everyone at Democracy Prep works hard for the sake of going to college and changing the world, we also believe that hard work should pay off in opportunities to have fun and enjoy life! Scholars who exhibit the DREAM values every day and who have earned DREAM dollars will have the opportunity to redeem those dollars through amazing celebrations, trips, college visits, and other fun experiences.

In-school privileges may include:

- Participation in Town Hall
- Lunch privileges
- Special DREAM activities

Extended opportunities may include:

- College Tours
- End-of-the-year trips

These opportunities work as positive motivators for our scholars to continue working hard, both on their academics and their behavior. Scholars who regularly live the DREAM values will earn these great opportunities. More importantly, scholars who regularly show DREAM values are learning and practicing the behaviors that will lead to college and life success.



CODE OF CONDUCT

Why Are We So Structured?

Without a firm and consistent discipline policy, none of what we imagine for our scholars can happen. Democracy Prep is committed to providing a safe and orderly school culture in which scholars can improve their academic achievement. Scholars whose conduct does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. Scholars and families have a right to attend a safe and orderly school. Therefore, every misbehavior will result in an appropriate consequence. This is the basis of our scholar Code of Conduct. Consequences may vary based on the age and grade level of the scholar, the severity of the incident and the frequency with which the incident takes place.

DEMOCRACY PREP CODE OF CONDUCT:

1. Disrupting the School Environment

1.1 Arriving late to school or class: Scholar tardiness disrupts class, inconveniences others, and often results in academic difficulties. Scholars may not be late to school or class.

1.2 Choosing NOT to attend required school, school functions or school support: Scholars are required to attend all academic and enrichment classes, assigned consequences, assigned support opportunities. Scholars are not permitted to leave the building without permission.

1.3 Misbehaving on the way to or from school: Our scholars, while in uniform, are our ambassadors to the community and should embody the DREAM values of Democracy Prep. Scholars may not misbehave while traveling to or from school or while engaged in school-sponsored activities, such as field trips or after-school activities. Misbehavior includes, but is not limited to, using inappropriate language, making excessive noise, touching other scholars, being disrespectful to others, and instigating, encouraging, recording, or promoting others to fight and/or engage in criminal or otherwise inappropriate behavior. Scholars who misbehave on the way to or from school may have to be escorted by a parent or guardian, in addition to other consequences.

1.4 Access to the Building: Scholars are not permitted to block access to any room or part of the school building. Scholars may not leave the building through any exits except those officially marked.

1.5 Violating the Dress Code: Scholars will not be permitted to attend class when not in proper uniform. Parents may be required to pick up children who are not properly dressed for school or to bring the missing Dress Code item to the school. Scholars will not be permitted to return home to retrieve the necessary items.

1.6 Gum, Food, and Beverages: Scholars may not chew or carry gum at any time at Democracy Prep. Scholars may not eat or drink at unauthorized times or places at Democracy Prep.

1.7 Hallway Behavior: Scholars may not disrupt the instructional environment while in the hallway. As a result, hallways at Democracy Prep schools are silent.

1.8 Disrupting Class and Preventing Teaching: Democracy Prep can fulfill its mission only if classrooms are safe and teaching is uninterrupted. Scholars may not disrupt class.

1.9 Arriving to Class Unprepared: When class begins, scholars must be prepared and have all necessary materials (books, pencils, portfolio, paper etc.).

1.10 Failing to Complete Homework: Completing homework is essential to the success of individual scholars and the classroom community. Scholars are expected to complete all of their homework assignments on time.

1.11 Cheating, Plagiarism, and Copying Others' Work: Cheating or copying the work of others (or allowing other scholars to copy work) is unacceptable. This includes any and all talking during exams irrespective of whether the chatter is in reference to the exam. In addition to other

disciplinary consequences, both the scholar who copied and the scholar who allowed the copying will receive zeros on the assignment. This offense may result in long-term suspension or expulsion.

1.12 Failing to Submit a Required Signature: Scholars are required to secure the signature of a parent/guardian on homework, class assignments and forms when requested by any school staff member.

1.13 Forgery: Scholars may not forge a signature.

1.14 Lying to a Staff Member: Honesty is an essential element of personal character and is necessary for the school to support the DREAM values. Scholars are not permitted to lie or attempt to conceal the truth.

1.15 Being Disrespectful to a Staff Member: A school cannot function properly if scholars are permitted to be disrespectful towards adults. For that reason, scholars may not be disrespectful towards a staff member or any other adult associated with the school.

1.16 Being Disrespectful to a Scholar: If scholars do not feel physically and emotionally safe in school, teaching and learning are made more difficult. Therefore, scholars may not be disrespectful toward other scholars.

1.17 Possession of Inappropriate Property: Scholars cannot possess any electronic music or game devices in school. Scholars may not possess any printed images, text, or lyrics that are vulgar, profane, or sexually explicit, or any other items inappropriate for school.

2. Assault, Battery, Bodily Harm, Inappropriate Touching, and/or Threats

2.1 Causing Bodily Harm: Scholars may not cause physical injury to a scholar, school employee, or another person. Scholars are not permitted to harm or attempt to harm a scholar, school employee, or another person with a weapon or dangerous object.

2.2 Committing Assault or Assault and Battery: Scholars may not commit assault, including sexual assault, or assault and battery on a scholar, school employee, or another person. Assault is an attempt to physically harm another person and does not require physical contact. Battery is any unlawful touching of another person.

2.3 Fighting or Unwanted Physical Contact: Scholars may not fight with other scholars from Democracy Prep or from any other school. Harassing, pushing, touching, or any form of unwanted physical contact is not tolerated regardless of the cause of the disturbance.

2.4 Play-fighting and Threatening: Play-fighting and/or the use of threats harm the safety of the community. Scholars may not play-fight and/or threaten others.

2.5 Setting off False Alarms or Making a Threat: Scholars may not intentionally set off a false alarm or make a destructive threat.

2.6 Engaging in Sexual Activity or Inappropriate Touching: A scholar may not engage in sexual activity of any kind or touch himself/herself or others inappropriately.

3. Possession or Use of Firearms, Weapons, and/or Dangerous Objects

3.1 Possession or Use of a Firearm: Scholars may not possess or use a firearm.

3.2 Possession or Use of a Mock Firearm: Scholars may not possess or use mock firearms

3.3 Using or Possessing a Weapon or Dangerous Object: Scholars are not allowed to bring a weapon of any sort to school, use any object in a dangerous or threatening manner, or have a weapon on him/her or his/her property.

3.4 Arson: Scholars may not set a fire or possess any form of fire-making material, including lighters, matches etc.

4. Possession, Use or Distribution of Controlled Substances, Alcohol, or Tobacco

4.1 Using or Possessing Drugs or Alcohol: Scholars may not use or possess any non-prescribed controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind. Prescribed and over-the-counter drugs must be delivered to the Nurse or Receptionist by a parent or guardian with a doctor-signed

Authorization to Dispense Medication Form. Scholars may not be in possession of prescribed or over-the-counter drugs.

4.2 Selling, Possessing, or Transferring Drugs or Alcohol: Scholars may not sell, distribute, or possess with intent to sell or distribute prescribed or non-prescribed controlled substances.

4.3 Selling, Possessing, or Transferring Tobacco Products: Scholars may not sell, distribute, or possess with intent to sell or distribute cigarettes, chewing tobacco, or other tobacco products.

4.4 Selling or Possessing Mock Controlled Substances, Alcohol or Tobacco: Scholars may not sell, distribute or possess mock controlled substances, alcohol or tobacco.

5. Harassment and Violation of Civil Rights

5.1 Violating the Civil Rights of Others: Scholars may not violate the civil rights of others.

5.2 Harassment: Scholars may not make unwanted sexual advances towards or commit sexual harassment of any member of the school community. Harassment or intimidation of any members of the school community on the basis of their racial or ethnic background, gender, age, sexual orientation, or disability is not permitted.

5.3 Abusive or Profane Language or Treatment: Scholars may not use abusive, threatening, vulgar, coarse, or degrading language (including racial epithets or sexist or homophobic remarks).

5.4 Bullying and Intimidation: Students may not intimidate or bully any member of the school community physically, verbally (through speech or writing), or through the use technology of and/or social media.

6. Theft or Vandalism

6.1 Theft, Loss or Destruction of Personal or School Property: Scholars may not steal, lose, or damage property belonging to someone else or to the school.

6.2 Mistreatment or Inappropriate Use of Technology or School Property: Scholars must treat computers, printers, and other technology with care. Democracy Prep does not tolerate attempts to access the school's files or other inappropriate uses of technology or the Internet. Scholars do not have the right to use school computers to access chat rooms or emails or to access web sites or files that contain profanity, sexually explicit language or pictures, excessively violent themes, and/or other material inappropriate for minors. Scholars are prohibited from using school telephones. In the event of an emergency, scholars may be allowed to use the school telephones, but only at the discretion of school staff members. Scholars must not mistreat other school property including but not limited to text and reading books. Writing or marking on any desks or school property is strictly prohibited.

7. Failure to Comply with School-Imposed Consequences: Scholars must comply with school-imposed consequences. In order for the school to maintain high expectations and a safe and respectful school environment — two vital parts of our school culture — scholars must comply with all consequences assigned.

8. Repeated Violations of the Code of Conduct: As outlined below, repeated violations may result in consequences of greater severity or length at the discretion of the school leader. Repeated inability to adhere to the school's rules may result in the scholar's removal from the Democracy Prep community.

THE DREAM DOLLAR SYSTEM

Democracy Prep establishes and maintains a scholar and teacher community that is efficient and orderly, warm and productive. The DREAM Dollar system is one way that our staff, families and scholars can measure their success internalizing the school’s DREAM values. The DREAM Dollar system is a merit-based system in which scholars are “paid” DREAM Dollars each day they arrive to school on-time, in uniform, in possession of the necessary materials, and prepared to demonstrate DREAM values. Scholars who go above and beyond the school’s expectations can also earn additional positive DREAM Dollars. When scholars violate the expectations established through the DREAM Dollar system (the Code of Conduct), they will lose a certain amount of DREAM Dollars as a consequence.

The DREAM Dollar system is adapted appropriately based on the emotional and intellectual development of the child. The expectation is that our scholars are participating appropriately in our community and contributing to our efficient, orderly, warm, and productive environment. DREAM Dollars are introduced in Kindergarten; each year thereafter, the concept of DREAM Dollars as a measure of behavioral success adapts to the grade-level abilities and needs of our scholars. For example, as scholars develop the ability to manage their own engagement in a classroom setting, scholars are held accountable for remaining engaged in a lesson through eye-contact, and asking and answering questions. As scholars grow older, expectations for engagement may change. What remains constant is our expectation that scholars show the DREAM values; what changes is the specific indicator of that value. Below is a list of specific behaviors that may be expected from Democracy Prep scholars, depending on their grade level.

DREAM Value	Expectations
Discipline	Follow specific directions the first time given.
	Remain silent when silence is asked for and during instructional and independent work time.
	Adhere to a consistent study schedule at home.
Respect	Be respectful with your body language and attitude.
	Be verbally polite to those around you even when you are given a direction you do not like.
Enthusiasm	Use STAR posture. (Sit straight up and tucked in behind your desk, Track the speaker, Ask and answer questions, and Raise your hand throughout the school day)
	Move quickly from place to place and from task to task.
Accountability	Apologize and take responsibility for mistakes that you might make.
	Come prepared and organized to school each day.
Maturity	When no one is looking still behave as if all of your teachers and family were in the room watching and listening to you.
	Be a responsible role model and leader for yourself and your classmates.

PROCEDURES FOR DISCIPLINARY VIOLATIONS

At Democracy Prep Public Schools, we are committed to serving all scholars, especially those who need us the most, while simultaneously protecting the strong culture that makes our academic gains possible. All scholars are taught the DREAM values and are held accountable to them throughout the year. As stated above in the general Code of Conduct, misbehaviors at Democracy Prep result in consequences. If negative behaviors persist, or if scholars have not adequately fulfilled the given consequence, more serious consequences may be put in place. Consequences vary based on the grade level of the scholar, the severity of the action, and the frequency of the incident. Such consequences may include

- Scholar reflection on community violation (may be written, private or public);
- Removal of school privileges (including school trips, in-school privileges, etc.);
- Lunch or after-school detention;
- School/community service;
- In-school suspension;
- Short-term out-of-school suspension;
- Long-term out-of-school suspension; and
- Removal from the school community.

To avoid squandering valuable instructional time, Democracy Prep strives to keep its scholars in school and in classrooms. However, allowing the same scholars to commit the same infractions in the same situations can have a deleterious effect on the culture of our schools. Therefore, when a scholar's actions are detracting from the ability of other scholars to learn in a safe, value-added environment, it may be necessary to remove the offending scholar from the classroom and eventually from the school. If a scholar's consequence involves being sent home or suspended for any period of time, a parent or guardian may be asked to meet with an administrator regarding the scholar's behavior prior to his or her return to school.

Tiered Behavior Responses

While Democracy Prep aims to remain consistent in the way we execute our behavior system, we do customize behavior plans in an attempt to help scholars succeed should they need that flexibility. We also seek to tailor consequences to the severity and frequency of the unacceptable behavior. Both the severity of consequences and the scope and depth of structured, proactive support provided by the DREAM Team to troubled scholars will increase commensurate with the severity and frequency of the violations. As the consequences become more severe, we will notify and seek the involvement of families to help design and implement response plans.

The most serious consequence, if all else fails, will be expulsion of the scholar from the Democracy Prep school and/or notification of the appropriate authorities. Except in extraordinary circumstances, a scholar facing expulsion and his or her parents or guardians will have the benefit of a full and fair hearing and will be afforded all due process protections required under applicable laws and regulations.

Being Proactive

It is the school's job to connect the dots for scholars and families on exactly why we work so hard and why we are so strict. This messaging must come through

- New scholar enrollment;
- Family Orientations;
- Prep Academy;
- Coffee and Conversations;

- Official school notifications; and
- Ongoing informal communication and meetings with staff, scholars, and families.

Alternative Instruction

DPPS provides scholars with alternative instruction if they are suspended or expelled (until enrolled in another school, or until the end of the school year, whichever comes first). During the period of their removal or suspension, scholars must be provided with alternative instruction, which includes, but is not limited to, classwork and homework assignments. Additionally, scholars will be permitted to take any citywide or state examinations that are administered during the suspension period for which no make up examination is permitted by the testing authority, as well as to make up school examinations that may affect their academic records. Arrangements will be made between the school and each individual family for the delivery of services, pick up/delivery of work, and the making-up of any missed assignments and classroom instructional support. All alternative instructional materials will permit the scholar to make adequate academic progress and must be completed satisfactorily for the scholar to return to school. Nonetheless, alternative instruction cannot replicate all the benefits of full classroom instruction and participation by the scholar.

Alternative instruction will provide the scholar with an opportunity to continue to earn academic credit and must be appropriate to the individual needs of the scholar. All IDEA mandates must be followed for scholars with disabilities. In determining the alternative instruction for a scholar with a disability and for a scholar who has a 504 Accommodation Plan, consideration will be given to the scholar's IEP and behavioral intervention plan, or 504 Accommodation Plan. In addition, if an IEP scholar has already been suspended for more than an aggregate of (10) school days during the school year due to disciplinary actions, the scholar must either be reinstated or assigned to an appropriate setting until a Manifestation Determination Review (MDR) takes place.

Due Process Protections

At no point will Democracy Prep's expectations be lowered. Scholars on behavioral IEPs will need accommodations, especially if the scholar's behavior is a manifestation of his/her disability. These accommodations must directly address the specific challenge area of the scholar while also balancing the school's need for a fair and effective learning environment.

Scholars with disabilities have the same rights and responsibilities as other scholars, and they may be disciplined for committing any of the behavioral offenses listed in the Code of Conduct. If a scholar with disabilities has an IEP that includes disciplinary guidelines, then, as required by the Individuals with Disabilities Education Act, that scholar must be disciplined according to those guidelines. Scholars for whom an IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policy.

In determining the alternate instruction for a scholar with a disability and for a scholar who has a 504 Accommodation Plan, consideration will be given to the scholar's IEP and behavioral intervention plan, or 504 Accommodation Plan.

When scholar with an IEP has been removed from school for either 10 consecutive days or for more than 10 cumulative school days in a 40-day period, he or she is entitled to a prompt review of the causal relationship between his or her disability and the behavior that precipitated the school's disciplinary action. The scholar will be assigned to an appropriate setting until the MDR takes place. The MDR is designed to determine whether (1) the conduct in question was caused by or had a direct and substantial relationship to the scholar's disability; or (2) the conduct in question was the direct result of the school's failure to implement the IEP. The manifestation team will consist of school officials, the scholar's parent or guardian, and relevant members of the Committee on Special

Education (CSE). Parents or guardians will receive written notification prior to any manifestation team meeting. This notification will inform the parent or guardian of (1) the purpose of the meeting, (2) the names of the individuals expected to attend, and (3) his or her right to have relevant members of the CSE participate at the parent or guardian's request.

The MDR will include a review of all relevant information in the scholar's file including his or her IEP, any teacher observations, and any relevant information provided by the parent or guardian. If the manifestation team determines that the scholar's conduct was a manifestation of his or her disability, the CSE will (1) conduct a functional behavioral assessment and implement a behavioral intervention plan; and (2) return the scholar to the placement from which the scholar was removed, unless the parent or guardian and the school agree to a change of placement as part of the modification of the behavioral intervention plan. If the manifestation team determines the conduct in question was the direct result of the school's failure to implement the IEP, the school will take immediate steps to remedy those deficiencies. Lastly, if the scholar's conduct is ruled not to have been a manifestation of his or her disability, school personnel may apply the relevant disciplinary procedures to scholars with disabilities in the same manner and for the same duration as the procedures would be applied to scholars without disabilities.



VISITING OUR SCHOOLS

Democracy Prep always welcomes and encourages visitors, both from within and outside of our school community, to observe our scholars and DREAM Team members in action. However, in order to assure the safety and well-being of all scholars and staff, all visitors — including parents and guardians — are required to report to the office at the main entrance of each school. Visitors may be required to have a visitor's pass once they have checked in with the Receptionist. Any visitor who does not report to the office, or is found in the building without authorization and a visitor's pass, will be asked to leave immediately, and the authorities will be called if the request is not heeded.

Democracy Prep maintains an open door policy with our parents and families, provided they are not a distraction to the learning environment. Family members who are over 18 are welcome to come and observe classes and school operation on non-testing days. Parents and family members are also welcome to request meetings with any member of the DREAM team. Meetings will be scheduled at the DREAM Team member's earliest possible convenience. If requests for a meeting are not met, family members should report the concern to the school leader.

In case of an emergency, parents or guardians should contact the Office Manager either by phone or in person. Under no circumstances should parents or guardians contact scholars in their classrooms, or attempt to withdraw scholars from the building without notifying and receiving permission from the school.

Please note that while families may visit the school at any time, family visitations to their own child's classroom is generally not permitted during the first six weeks of school. This allows teachers to establish a strong classroom culture that is focused on academic learning and is distraction-free.

Disruptive Visitors & Restricted Access

Democracy Prep works hard to maintain a safe and orderly environment for teachers and scholars. To that end, the school reserves the right to restrict visitors (including family members of scholars and staff) who do not display the DREAM values of the larger community. Examples of disruptive visitors include those who raise their voice, use profanity, threaten scholars or staff, or are physically or verbally aggressive in any way.

If a visitor's access must be restricted due to inappropriate behavior of any kind, they will receive a letter outlining the offenses that led the restricted access and will be notified as to proper procedures for contact and communication with both staff and their scholar while on Democracy Prep property. If after a visitor has received a restricted access letter, they continue to disrupt the Democracy Prep learning environment greater steps may be taken including notification of the proper authorities and/or expulsion for the DPPS scholar.

MISCELLANEOUS POLICIES AND PROCEDURES

Nondiscrimination

Democracy Prep does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color, or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). In addition, no person shall be discriminated against in admission to Democracy Prep on the basis of race, color, creed, gender, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. No person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by Democracy Prep on the basis of race, gender, color, religion, national origin, or sexual orientation. Finally, pregnant scholars are allowed to remain in regular education classes and participate in extracurricular activities with non-pregnant scholars throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave (Title IX).

Harassment

Democracy Prep is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. Harassment by administrators, certified and support personnel, scholars, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. Democracy Prep requires all employees and scholars to conduct themselves in an appropriate manner with respect to their fellow employees, scholars and all members of the school community.

Public Documents / Freedom of Information Law (FOIL)

Democracy Prep fully complies with all the Freedom of Information Law (FOIL). Any requests for school records or information from the school must be in writing and submitted to the school leader. Within five business days of receipt of a written request, the school, depending on the requested information, will respond by:

- Making the information available at the school itself during normal business hours to the person requesting it;
- Denying the request in writing; or
- Providing a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied.

If the person requesting information is denied access to a record, s/he may, within 30 days, appeal such denial to the school leader. Upon timely receipt of such an appeal, the school, within 10 business days of the receipt of the appeal, will fully explain the reasons for further denial or provides access to the record(s) sought. The school will also forward a copy of the appeal, as well as its ultimate determination, to the Committee on Open Government. If further denied, the person requesting information may further appeal through an Article 78 proceeding.

The school may deny access to requested records if:

- Such records are specifically exempted from disclosure by state or federal statute;
- Such access would constitute an unwarranted invasion of personal privacy;
- Such records, if disclosed, would impair present or imminent contract awards or collective bargaining negotiations;

- Such records are trade secrets and which, if disclosed, would cause substantial injury to the competitive position of a commercial enterprise;
- Such records are compiled for law enforcement purposes and which, if disclosed, would meet the conditions set forth in Public Officers Law §87(2)(e);
- Such records, if disclosed, would endanger the life or safety of any person;
- Such records are computer access codes; and/or
- Such records are internal materials which are not statistical or factual tabulations of data, instructions to staff that affect the public, a final policy, nor external audits.

The school may charge a copying fee for each page requested to be copied. The fee can be no more than the fee allowed by state law. Types of records held by the school may include:

- Student Health Records
- Student Immunization Records
- Student Medical Records
- Safety Records
- School SAVE Plan
- Reports of Fire Department Inspections
- School Contracts
- Management Contract Records
- Outside Contract Records
- Personnel Files
- Fingerprint Clearance Records
- Certification Records

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funding under an applicable program of the U.S. Department of Education. FERPA gives parents and guardians certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.”

In accordance with FERPA law, parents, guardians, or students over 18 years of age have the right to inspect and review the student's education records maintained by the school. Parents or students over 18 years of age have the right to request that the school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent, guardian, or eligible student then has the right to a formal hearing. The issue will first be heard by the Chief Executive Officer of Democracy Prep Public Schools or the CEO's designee. If the parent, guardian, or eligible student is still not satisfied with the decision of the superintendent or the superintendent's designee, a hearing with the board of directors or a designated subcommittee of the board may be requested. The decision of the board of directors or its designated subcommittee is final.

The school may disclose, without consent, “directory” information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. Any parent who does not want such directory information included should contact the school's Operations Manager.

This listing in the DPPS Elementary School Handbook serves as the school's annual notification of parents and eligible students of their rights under FERPA.

Generally, the school must have written permission from the parent, guardian, or eligible student in order to release any information from a student's education record. However, the school may disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Board Meetings

Pursuant to the Open Meetings laws, all meetings of the school's Board of Trustees are open to the public. A schedule of all meetings, including date, time and location will be posted in a prominent space at the school and on the school's website.

Human Services

Below are several emergency telephone numbers that may be useful to parents/guardians and students:

New York Numbers

Child Abuse Care Line	1-800-872-2288
Domestic Violence Hotline	1-800-621-HOPE
Drug Dependence Hotline	311 or 1-800-LIFENET
Mental Health Hotline	311 or 1-800-LIFENET
Police/Fire Emergency	911
NYC Poison Control	1-800-222-1222
Rape Crisis Hotline	1-800-621-HOPE
Runaway Hotline	1-888-83R-OOTS
Suicide Prevention	1-800-273-TALK

COMMITMENT TO EXCELLENCE

I fully understand the expectations set forth in this Handbook and agree to demonstrate my commitment to my education by adhering to the DREAM values in the manner outlined above. I recognize that failure to abide by these standards will result in the imposition of appropriate consequences as described throughout this Handbook. I acknowledge that I am responsible for my own behavior, and I pledge to follow directions issued by my teachers and school leaders. Democracy Prep Public Schools are schools of choice. I understand that my parents or guardians are free to remove me at any time.

Student: _____

Date: _____

Parent/Guardian: _____

Date: _____

School Leader: _____

Date: _____

MANAGEMENT AGREEMENT

This Management Agreement dated as of July 1, 2014 (the “Effective Date”), by and between Democracy Prep Public Schools, a New York Not-For-Profit corporation (“DPPS”) and Democracy Prep DC Charter School, an independent public school established under the Public Charter Schools Act of 1996 (the “Charter School”).

RECITALS

WHEREAS, the Charter School is authorized by the D.C. Public Charter School Board to operate a charter school;

WHEREAS, DPPS is in the business of offering educational management and support services to charter schools by using proprietary techniques, methods and management expertise; and

WHEREAS, the Charter School desires that DPPS undertake responsibility for the management and operation of the Charter School as set forth herein, subject to the supervision of the Board of Trustees of the Charter School (the “Board”), with the goal of enabling the Charter School to fulfill its mission of preparing students for success in college and citizenship.

NOW, THEREFORE, in consideration of the foregoing, the mutual promises herein contained and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto, agree as follows:

1. General Requirements. For and during the term of this Agreement, DPPS shall manage and operate the Charter School consistent with the charter of the Charter School, and in accordance with applicable state and federal laws, on the terms and conditions hereinafter set forth.
 - a) Role of DPPS. DPPS is committed to ensuring that students of the Charter School receive a complete educational program based on the requirements of the Charter School’s charter and the charter public schools law of the jurisdiction where the Charter School is organized. The role of DPPS is to assume responsibility for the Charter School’s educational process, and the management and operation of the Charter School, all under the supervision and subject to the authority of the Board and as more fully set forth in Section 2. DPPS will devote the necessary time and efforts, and will retain and allocate sufficient personnel, to meet the educational goals of the Charter School.
 - b) Role of the Charter School. The role of the Charter School, acting through its Board and the school leader, is (i) to oversee and monitor DPPS’s management of the operations and educational process at the Charter School, in accordance with the Charter School’s charter and this Agreement, (ii) to promulgate policies in furtherance thereof, and (iii) to assume responsibility for the Reserved Functions (as defined below), all as more fully set forth in Section 3.

2. Functions of DPPS.

- a) Advocacy. DPPS will provide policy and political advocacy and engagement with the community and its leaders, subject to all limitations imposed by law on all entities exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, on behalf of the Charter School. Furthermore, the Charter School agrees to employ a DPPS-approved 501(c)(4) organization to provide school-based parent mobilization and engagement.
- b) Compliance. DPPS will provide support and coordination of the Charter School's charter application and all future applications under the Charter School Program Act, including renewal of the Charter School's charter. DPPS will inspect the Charter School from time to time, but at least annually, using formal and informal inspections, announced and unannounced as appropriate, and will arrange for third-party evaluation and feedback as it deems appropriate regarding (i) the instructional program of the Charter School and (ii) DPPS's impact on student achievement towards the Charter School's goals as stated in its charter, all as may be necessary in order to ensure progress towards the Charter School's goals and compliance with all regulatory requirements. DPPS shall report to the Board at each meeting of the Board, and as requested by the Board, as to the effectiveness of its instructional programs, progress of its students and compliance with regulatory requirements. DPPS shall assist the Board in complying at all times with applicable legal requirements and requirements of the Charter School's authorizers and all such conditions as may have been imposed by the authorizer granting its charter. Without limiting the generality of the foregoing, DPPS, with support from the Charter School, will help prepare reports and documentation required by the Charter School's authorizers in a timely and thorough manner, including schools' accountability plans and annual reports. DPPS shall also help provide required foundation and government reports as needed. DPPS shall advise and assist the Board in establishing and maintaining the Charter School's status as a tax-exempt organization under federal and, if applicable, state law, such that contributions to the Charter School are tax deductible to the donor for federal income tax purposes. References to "authorizers" herein shall mean the D.C. Public Charter School Board or similar supervisory or regulatory bodies in other jurisdictions.
- c) Curricular Systems. DPPS, with the cooperation of the Charter School and its faculty, will provide and support the Charter School with comprehensive program design, including curriculum development and implementation, curriculum scope and sequence, instructional oversight, common standards, the development, administration and analysis of diagnostic assessments, and the oversight, measurement, and management of comprehensive school quality.
- d) Data and Technology. DPPS will provide support for the identification, procurement, installation and operation of technology systems for the Charter School. DPPS will assist with the purchase and procurement of information

technology equipment and services, including student information systems and computer and information technology support for the Charter School, it being understood that the actual purchases will be for the account and at the expense of the Charter School. DPPS will also provide support for data collection and analysis as required to meet regulatory requirements and program monitoring.

- e) Fund Development. As part of overall program evaluation and budgeting, the Board will, in consultation with DPPS, set specific targets for fund development at the beginning of each fiscal year, and DPPS will then design and implement programs to meet those targets. DPPS will work to secure and provide philanthropic commitments to support school start up and school scale up, including planning and running of events. Additionally, DPPS will work to secure and provide program grants and other project-based resources for the Charter School.
- f) External Relations. DPPS will provide the Charter School with support regarding all press inquiries, school tour requests, marketing materials, web marketing, branding and all other external relations, including corporate and institutional partnerships, community engagement and civic initiatives, which support will include acting as or providing spokesman for the Charter School before the media. No member of the staff of the Charter School shall communicate directly with the press, be it on or off the record, without DPPS authorization which shall not be unreasonably withheld or delayed; it being understood that this restriction does not apply to any member of the Board. It is understood and agreed that DPPS will request all staff and all parents of students to sign a media release form annually adhering to this expectation; those who do not sign the agreement will not have their or their child's images or information used in media releases. DPPS will recruit prospective Board members and will coordinate and run Board meetings in accordance with all applicable laws and regulations. DPPS shall be designated as the agent of the Charter School for purposes of compliance with FERPA (the Family Educational Rights and Privacy Act), so as to have access to student information.
- g) Finance. In addition to assistance with budgeting, DPPS will help establish accounting policies and procedures, manage accounts payable and accounts receivable and program analysis.
 - i. Annual Budget. DPPS will propose and assist in the implementation of an annual budget for the Charter School's operations. Not less than sixty (60) days prior to the beginning of each fiscal year, DPPS shall prepare and submit to the Board for its review a proposed annual budget for such fiscal year. Not more than thirty (30) days after its receipt of the proposed annual budget, the Board shall notify DPPS in writing of any proposed amendments or revisions to the proposed budget. If no proposed amendments or revisions are received within such thirty (30) day period, the budget proposed by DPPS shall be deemed approved by the Charter School, subject to any necessary ratification at the next duly constituted

meeting of the Board. If the Board proposes amendments or revisions to the proposed budget, DPPS shall either incorporate such proposed amendments or revisions or shall discuss with the Board or its designee any amendments or revisions proposed that DPPS does not consider it appropriate to incorporate. DPPS and the Board or its designee shall endeavor to come to agreement on the resolution of any such proposed amendments or revisions prior to offering a final budget to the Board for its approval, *provided* that in the absence of agreement the determination of the Board as to the amount and terms of the budget shall be binding and final.

- ii. Contingency Budget. If DPPS reasonably determines that a previously approved budget will be deficient for any reason, DPPS will give notice to the Board within ten (10) days and prepare a contingency budget to be submitted to the Board within thirty (30) days of such notice. The procedure for review, modification, reconciliation and adoption of any contingency budget shall be the same as for the annual budget, *provided* that the Board and DPPS shall endeavor to complete such process within twenty (20) days after the Board has received such a contingency budget. In the absence of agreement between DPPS and Charter School, the determination of the Board as to the amount and terms of any contingency budget shall be binding and final.
- iii. Budget Objection. In the event the Board adopts an annual or contingency budget over the objections of DPPS, DPPS will give the Board written notice of such objections (an "Objection Notice") within thirty (30) days of the Board adopting such budget. Each Objection Notice will state in reasonable detail the basis of DPPS's objections to such budget, including to what extent DPPS believes the Charter School's performance will be adversely impacted by specified budgetary restrictions. DPPS will, notwithstanding such objections, endeavor to carry out its responsibilities and to modify, to the extent required due to constraints in such budget, programs and operations to conform to that budget while at the same time seeking to maintain the integrity of the academic program and the mission of the Charter School; it being understood that DPPS can provide no assurances that academic and operational performance will not be adversely impacted by the budgetary restrictions and the resulting modifications to school programs. In the event any modification of programs or operations would be inconsistent with the Charter, the Board with the assistance of DPPS will seek from the Charter School's authorizers any necessary revisions to the Charter and, to the extent possible, will not implement any such modifications prior to approval of such Charter revisions.
- iv. Accounting Support. DPPS will assist the Charter School in establishing accounting policies and procedures. DPPS shall have responsibility for

managing the Charter School's accounts payable and accounts receivable and in program analysis at the school level.

- v. Fiscal Year. References to "fiscal year" in this Agreement mean the annual period beginning July 1 and ending June 30.

- h) School Leader Recruitment. The school leader shall be an employee of the Charter School, and the selection and retention of the school leader shall be at the discretion of the Board. DPPS shall assist the Board in defining the qualifications of the school leader and in identifying, selecting and recruiting appropriate candidates. DPPS reserves the right to recommend to the Board that the school leader be replaced if the school leader's actions or leadership adversely affects the ability of DPPS to deliver its services and achieve its objectives and those of the Charter School. If DPPS determines that the school leader should be replaced, DPPS will notify the Board by written notice, including the reason for the decision, along with a proposed interim plan (containing an interim operating structure and criteria for a replacement school leader) and a recruitment strategy for a new leader. Once the Charter School is in receipt of this notice, the Board will convene to determine the merits of DPPS's reasoning. The Charter School shall either agree to remove the leader, or in the event of a disagreement which ultimately cannot be resolved after good faith negotiation between the parties, allow DPPS to give written notice of its intent to terminate this Agreement pursuant to Section 7(e)(ii). If the Charter School agrees to remove the leader, DPPS will be responsible for implementing DPPS's interim plan and recruitment strategy to fill the vacant leader position, with such modifications as the Board may require, as soon as reasonably practicable. References to "school leader" or "leader" herein shall mean the individual responsible for the day-to-day activities and operations of the Charter School, which individual may (but need not) be a principal, head of school, director or person holding a similar position.

- i) Human Capital. DPPS will provide support and assistance to the school leader with respect to the Charter School's recruitment efforts and design and implementation of effective processes to ensure selection and retention of high quality teaching and administrative staff by the Charter School. DPPS will provide support for recruitment and initial vetting of prospective staff, including network-wide advertising and affiliations, first interviews, scheduling of demonstration lessons, and background/reference checks. Upon completion of the initial vetting process, the school leader will be responsible for arranging any follow up interview requirements and will have final authority to hire teachers and administrators who shall report directly to the school leader or his or her designee. However, DPPS will assist with onboarding and termination (including conducting exit interviews of each department instructional staff member), HR compliance, and compensation and benefits administration. DPPS will also assist the Charter School by maintaining a full list of employees of the Charter School, showing work location, position(s) held, start and termination dates for their employment and salaries.

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- j) Professional Development. DPPS will provide network-wide professional development and training sessions, both formal and informal, as needed to meet the goals of the program and student outcomes. Development and training programs will include best practice sharing, leadership training, special education support and development/maintenance of performance evaluation systems.
- k) Operations. DPPS will provide support and consultation on payroll services, bulk purchasing, auditing and legal services coordination, benefit purchasing and administration, facilities acquisition (including in dealing with the D.C. Public Charter School Board, other governmental entities and private landlords in securing and/or extending the Charter School's siting in the D.C. Public Charter School Board or such other facilities), and all human resources policies and procedures for the Charter School, following approval of those policies by the Board at a duly constituted meeting of the Board. DPPS will also assist Charter School staff in areas of compliance and management, such as personnel files, purchasing systems, facilities maintenance plans and school safety plans.

The list of services and support functions provided by DPPS in Section 2 may be changed at any time during the course of this Agreement upon written consent of both parties. Without the prior written consent of the Charter School, DPPS may not provide any services or support functions pursuant to this Agreement through a contractor or other third party.

Notwithstanding any contrary provision herein, (i) all services and support functions provided by DPPS pursuant to this Agreement will be subject to the overall supervision of the Board and (ii) DPPS will consult with and report to the Board on all aspects of its services and support functions and will adhere to the expressed needs and requirements of the Board.

3. Rights and Obligations of the Charter School; Reserved Functions. The Board shall be ultimately responsible for the Charter School, in accordance with its charter and all applicable laws and regulations. In connection therewith, the Board shall have the right and the obligation to perform or cause the Charter School to perform the following duties (the "Reserved Functions"):

- a) Supervision of DPPS. The Board shall monitor DPPS's performance in the education of children at the Charter School, and DPPS's compliance with the terms and provisions of this Agreement.
- b) Promulgation of Charter School Policies. The Board shall have ultimate approval authority over board-level policies of the Charter School, in accordance with its charter and applicable law.
- c) Maintenance of Charter. The Board shall do, or cause to be done, all things necessary to ensure that all legal requirements, and all such conditions as may have been imposed by the authority granting its charter, are fully complied with at all times. If the Charter School or DPPS shall at any time receive notice from any public authority or other person that the Charter School is or may be in violation of the charter, or any provision of any applicable law or regulation, the party

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receiving such notice shall in writing notify the other party of the asserted violation and shall thereafter work diligently with the other party to determine whether such asserted violation in fact exists, to correct any violation found to exist, and vigorously contest the asserted violation if the same is found not to exist.

- d) Tax Status. The Board shall take all reasonable steps to establish and maintain the Charter School's status as a tax-exempt organization under federal and, if applicable, state law, such that contributions to the Charter School are tax deductible to the donor for federal income tax purposes.
- e) Control of Funds; Payment of Expenses. Pending their disbursement, all funds of the Charter School shall be maintained in an account or accounts belonging to the Charter School. The Board shall establish appropriate financial controls over its accounts and may, in its discretion and in accordance with sound financial management, provide limited disbursement authority, to one or more of its accounts, to one or more DPPS employees for ongoing budgeted expenses.
- f) Employment of Supervisory Personnel. The Charter School shall employ the school leader and office manager of the school.
- g) Employment of Teaching Staff. The Charter School shall employ all teaching staff of the school, including both teachers and teaching assistants. As between DPPS and the Charter School, responsibility for supervision of the teaching staff will lie exclusively with the school leader.
- h) Student Records. The Charter School shall be responsible for maintenance and custody of student records, with support from DPPS in the design and administration of the record maintenance system.
- i) Facility Maintenance. The Charter School shall be responsible for all custodial and maintenance services for the Charter School's facilities, to the extent not provided by the Board of Education, The D.C. Public Charter School Board or other governmental body.

Nothing in this Agreement is intended to impair or be inconsistent with the obligations of the Trustees under the Open Meetings Act of 2010 (*B18-716*) D.C. Official Code §2-576(5) (2011 Repl., 2011 Supp.), to the extent applicable. All determinations of the Board, including the adoption of budgets and policies, which are required to be taken in open meetings upon notice to the public in accordance with the applicable requirements of the Open Meetings Act will be taken in compliance with that law, irrespective of any prior agreements having been made or deemed to have been made between the Charter School and DPPS.

4. Representations; Warranties and Covenants. Each of the parties represents, warrants and covenants to the other party as follows:

- a) Organization. It is currently, or has timely submitted the requisite applications to become, a section 501(c)(3) non-profit corporation duly organized, validly

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existing, and in good standing under the laws of its respective jurisdiction of organization;

- b) Authority. Subject to Section 4(d), it has all the requisite power and authority necessary to execute and deliver this Agreement and to perform its respective obligations hereunder;
- c) Compliance. It agrees to conduct its business in compliance with all applicable local, state, federal laws and regulations, and this Agreement;
- d) Regulatory Approval. It agrees to submit this Agreement, individually or jointly with the other party, for approval to all authorizers required in connection with the Charter School's charter renewal application. If any amendments are required by the authorizers for final approval of this Agreement, the parties shall work together in good faith to effectuate such amendments. In the event of a disagreement that cannot be resolved between the Charter School and DPPS after good faith negotiation, or if the authorizers fail to approve this Agreement, this Agreement will terminate automatically as if it was terminated pursuant to Section 7(c); and
- e) Evaluation Criteria. The performance of DPPS in providing services and support functions to the Charter School pursuant to this Agreement will be evaluated by the Board or its designee(s) on an annual basis using evaluation criteria reasonably determined by the Charter School. DPPS will, and will procure that its officers and employees, fully cooperate with and facilitate such evaluation, and work with the Board or its designee(s) in good faith to try to resolve or improve any areas in which the Board or its designee(s) believes DPPS's performance could be improved. The parties acknowledge that the primary purpose of this evaluation is designed to maximize the Charter School's performance within any budgetary constraints.

4A. Additional Representation of DPPS. DPPS represents to the Charter School that it currently provides charter school management services to the following charter schools:

- Harlem Prep Charter School (Harlem, NY)
- Democracy Prep Harlem Charter School (Harlem, NY)
- Democracy Prep Charter School (Harlem, NY)
- Democracy Prep Endurance Charter School (Harlem, NY)
- Freedom Prep Charter School (Camden, NJ)

5. Trademarks; School Materials; Ownership and Use; New Intellectual Property.

- a) Trademarks. During the term of this Agreement, DPPS grants to the Charter School a non-exclusive license to use the trademarks, service marks, slogans and logos set forth on Schedule A to this Agreement, together with such other trademarks, service marks, slogans and logos as DPPS may in its sole discretion authorize, in writing, the Charter School to use (such trademarks, service marks, slogans and logos, collectively, the "Licensed Trademarks") in connection with

the School Services (the “Licensed Services”), including use on school-related clothing and materials. For the purposes of this Agreement, “School Services” means: educational and related services, namely, providing classroom instruction to students and operating a public charter school.

- b) School Materials. During the term of this Agreement, DPPS grants to the Charter School a non-exclusive license to use the curriculum materials, including, scope, sequence, standards, do-nows, worksheets, exit tickets, exams, assessments, progress reports and other materials that are part of its curriculum set forth on Schedule B to this Agreement (collectively, the “Licensed Curriculum Materials”) in connection with the School Services.
- c) Quality Control.
 - i. To protect and preserve the strength of the Licensed Trademarks, the associated goodwill, the nature and quality of the Licensed Services provided by the Charter School under the Licensed Trademarks, and all related advertising, promotional, and other related uses of the Licensed Trademarks by the Charter School, the Charter Schools’ use of the Licensed Trademarks shall conform to the standards of quality maintained by other charter schools operating under the “Democracy Prep” name and utilizing the Licensed Trademarks. Without limiting the foregoing, the Charter School shall use the Licensed Trademarks only in the form and manner and with appropriate legends as prescribed from time to time by DPPS and will not use any other trademark or service mark in combination with the Licensed Trademarks without prior written approval of DPPS. So that DPPS may monitor the nature and quality of the Licensed Services and the Charter School’s use of the Licensed Trademarks, the Charter School shall, upon request: (A) permit DPPS to reasonably inspect the Charter School’s operations relating to the Licensed Services; and (B) supply DPPS with specimens of all uses of the Licensed Trademarks in connection with the Licensed Services.
 - ii. The Charter School shall use the Licensed Curriculum Materials in connection with curricular systems and educational programs provided and supported by DPPS that shall equal or exceed the standard of quality of those utilized by other charter schools operating under the “Democracy Prep” name and utilizing the Licensed Trademarks.

DPPS shall assist the Charter School, if necessary and as reasonably requested, in maintaining the quality standards set out in clauses (i) and (ii) above.

- d) Intellectual Property Ownership. The Charter School acknowledges that it will not obtain any ownership interest in the Licensed Trademarks or Licensed Curriculum Materials, regardless of how long this Agreement remains in effect and regardless of any reason or lack of reason for the termination thereof. The Charter School shall not knowingly dilute or disparage the Licensed Trademarks.

The Charter School agrees that any and all goodwill associated with the use by the Charter School of the Licensed Trademarks shall inure to the sole benefit of DPPS. The Charter School further agrees that any and all intellectual property rights in any improvements or modifications to the Licensed Curriculum Materials or in any new curriculum materials and related materials or content created, or provided to the Charter School, by or on behalf of DPPS during the term of this Agreement (collectively, “New Curriculum Materials”) will also be owned by DPPS, but DPPS hereby grants to the Charter School a non-exclusive license to use the New Curriculum Materials in connection with the School Services during the term of this Agreement. Any and all intellectual property rights in any improvements or modifications to the Licensed Curriculum Materials or New Curriculum Materials or in any new curriculum materials and related materials or content created by the Charter School (including, as between DPPS and the Charter School, the teaching staff, supervisory and other personnel employed by the Charter School) during the term of this Agreement (collectively, “Charter School Intellectual Property”) will be owned by the Charter School, but the Charter School hereby grants to DPPS a non-exclusive, perpetual, royalty-free license to use the Charter School Intellectual Property in connection with School Services provided by DPPS, whether during or after the term of this Agreement.

- e) Use of Intellectual Property Following Termination. Upon the expiration or earlier termination of this Agreement, the Charter School shall cease any further use of the Licensed Trademarks, Licensed Curriculum Materials and New Curriculum Materials.

6. Management Fee.

- a) Management Fee. As compensation for its services hereunder, DPPS shall be entitled to receive a management fee (the “Management Fee”) from the Charter School in an amount equal to 15% of the Non-Competitive Public Revenue of the Charter School in the Initial Term (as defined below), which percentage will decrease by one-half percent (0.5%) in each Renewal Term (as defined below) until it reaches a minimum of 12% of the Non-Competitive Public Revenue of the Charter School, which percentage will remain in effect for all subsequent Renewal Terms.

The Management Fee shall be paid to DPPS as and when the corresponding funds are actually received by the Charter School, within thirty (30) days following its receipt thereof. For the purposes of this Agreement, “Non-Competitive Public Revenue” means revenue derived from federal and state funds provided for a charter school, on a per pupil, titled funding, and special education funding basis, including, but not limited to, Start-up Grants, State Per Pupil Funding, Federal Title funding, Federal Individuals with Disabilities Education Act funding and Federal and State American Recovery and Reinvestment Act Funding, provided that doing so would not violate the contract terms of that grant.

If the Charter School is unable to pay any portion of the Management Fee when it is due (*i.e.* within 30 days following receipt of funds by the Charter School), it will contact DPPS in writing and attempt to work out an arrangement with DPPS. If by the 60th day after such payment is due a material portion thereof remains unpaid and no such arrangement has been made, DPPS will have the right to terminate this Agreement under its right in Section 7(e)(i).

- b) Management Fee Adjustment. Notwithstanding the provisions of Section 6(a), in the event that the Charter School does not in any fiscal year receive Available Philanthropic Contributions in an amount at least equal to the amount of Philanthropic Contributions anticipated in that fiscal year's budget, the Management Fee will be reduced by an amount equal to 50% of the shortfall, subject to any adjustment to such reduction as DPPS and the Board may consider equitable due to special circumstances. The reduction in Management Fee will be made immediately following receipt by the Board of the audited financial statements for the fiscal year of the shortfall, through repayment of the excess Management Fee or reduction of the Management Fee installments first due in the following fiscal year, as agreed between DPPS and the Board.

If the Management Fee for any fiscal year is reduced and in any of the next three fiscal years Available Philanthropic Contributions received exceed the budgeted amount of Philanthropic Contributions, the Management Fee will be increased by 50% of the excess, up to the amount of the unrecovered prior reduction. Any increase in the Management Fee will be paid to DPPS within thirty (30) days following receipt by the Board of the audited financial statements for the year in which the excess appears.

As used herein, the term "Philanthropic Contributions" means grants from charitable foundations and contributions from private sources, including without limitation individuals; and "Available Philanthropic Contributions" means Philanthropic Contributions which are received in cash and are unrestricted or the restrictions on which do not prevent their current expenditure.

- c) Financial Reporting/Audits.
- i. Within 30 days after the close of each fiscal quarter, DPPS shall provide the Charter School with unaudited financial statement of the Charter School for the fiscal quarter most recently ended. DPPS shall also cooperate with the auditors retained by the Board to prepare annual audited financial statements of the Charter School, so as to allow for the delivery of such audited statements within 90 days after the close of each fiscal year. DPPS and the Charter School will each submit annual audited financial statements to account for the Management Fee and annual revenues, as an addendum to the school operating budget each year. The Charter School and DPPS will reconcile any amount of the Management Fee owed based on the audited revenue of the Charter School for each fiscal year. The Charter School will be responsible for selecting its own

independent auditor and shall cover all costs and expenses related to such audit.

- ii. DPPS will furnish the Board with written notice promptly (but in any event within seven (7) business days) after the discovery or receipt of notice of (A) any default under any material contract to which the Charter School is a party, which default would, individually or in the aggregate, reasonably be expected to have a material adverse effect on the Charter School, or (B) any other event which would, individually or in the aggregate, reasonably be expected have a material adverse effect on the Charter School (including the filing of any actions, suits, notices, hearings, proceedings, investigations, inquiries or audits (“Litigation”) against the Charter School or DPPS or the existence of any dispute with any person which involves a reasonable likelihood of such Litigation being commenced), in each case, as determined in good faith by DPPS’s board of directors, such notice will specify the nature and period of existence thereof and what actions DPPS and/or Charter School has taken and propose to take with respect thereto, if any.
- iii. DPPS will furnish the Board with such other information and financial data concerning the Charter School as the Board may request from time to time.
- d) Access to Records. DPPS shall afford the Charter School and its employees, counsel and other authorized representatives full access, during normal business hours (and, if the assistance of DPPS’s staff is required, upon reasonable advance notice), to all of the Charter School’s books, records and properties (including all work papers of DPPS’s or Charter School’s accountants directly related to the Charter School's budget and finances) for any and all lawful purposes.

7. Term & Termination.

- a) Initial Term. This Agreement shall be effective for one year, beginning July 1, 2014 and ending June 30, 2015 (the “Initial Term”), unless terminated pursuant to Section 7(c), 7(d) or 7(e).
- b) Renewal Terms. Following the Current Renewal Term, the term of this Agreement may be extended by agreement of the parties (as reflected in each case in a written renewal agreement) for successive one-year periods (each a “Subsequent Renewal Term”). At least 90 days prior to the expiration of the then-current Renewal Term, the CMO shall notify the Board of its intention to renew (a “Notice of Proposed Renewal”) or not to renew (a “Notice of Non-Renewal”) this Agreement and provide the terms of any proposed renewal. If the CMO delivers a Notice of Proposed Renewal, the Board shall respond within 60 days of receipt of the Notice of Proposed Renewal, accepting the CMO’s proposed terms, proposing modified terms, or declaring its intent not to renew. If the CMO and the Board differ as to the proposed terms of renewal, they shall promptly meet to

negotiate in good faith mutually acceptable terms of renewal. If both parties wish to renew this Agreement and are in agreement upon the renewal terms, they shall endeavor to execute a renewal of this Agreement prior to the expiration of the then-current Renewal Term. Should the parties reach an impasse, wherein they remain unable to agree upon the terms of a renewal following good faith negotiations during the 90-day window provided for above, this Agreement shall remain in full force and effect for a period of 30 additional days following the close of the then-current Renewal Term in order to accommodate continued dialogue between the parties. If, however, the CMO delivers a Notice of Non-Renewal or the Board responds to a Notice of Proposed Renewal by indicating that it does not intend to renew, then this Agreement will automatically expire at the end of the then-current Renewal Term.

- c) Mutual Termination. This Agreement may be terminated at any time prior to its expiration date by the parties, with or without cause, upon mutual written consent.
- d) Termination by the Charter School. This Agreement may be terminated prior to its expiration date by the Charter School if the Charter School delivers a written notice of termination (including the reasons therefor) to DPPS, in the event that (i) DPPS commences any case or proceeding, or files any petition in bankruptcy, or for reorganization, liquidation or dissolution, or has been adjudicated insolvent or bankrupt, or applies to any tribunal for a receiver, intervener, conservator or trustee for itself or for any substantial part of its property, (ii) an administrative or judicial body has suspended or revoked any license which may be required for DPPS to carry on its business and perform its obligations under this Agreement, (iii) DPPS violates any material provision of law with respect to the Charter School from which the Charter School was not specifically exempted and which results in material adverse consequences to it, (iv) DPPS is found by a court of competent jurisdiction to have made fraudulent use of Charter School funds, or (v) DPPS breaches any of the material terms and conditions of this Agreement, *provided* DPPS has not cured the breach within thirty (30) days from receipt of a notice of breach from the Charter School. In the case of a termination pursuant to clause (iii) or (v), the notice of termination shall be delivered at least 60 days prior to the date of termination.
- e) Termination by DPPS. This Agreement may be terminated prior to its expiration date by DPPS if DPPS delivers a written notice of termination (including the reasons therefor) to the Charter School, at least 90 days prior to the intended Termination Date, in the event that (i) a material portion of a Management Fee installment remains unpaid for 60 days after such payment is due without an arrangement having been made with DPPS, as contemplated in the second paragraph of Section 6(a), (ii) DPPS invokes its right to terminate this Agreement upon the occurrence of a disagreement with the Charter School over the removal of the school leader, as contemplated under Section 2(h), (iii) the Charter School materially breaches any of the material terms and conditions of this Agreement, *provided* the Charter School has not cured the breach within thirty (30) days from receipt of a notice of breach from DPPS, (iv) the Charter School's charter is

revoked or not renewed, or (v) the Charter School takes any action which materially interferes with the ability of DPPS to provide services under this Agreement, *provided* that in the case of each of clause (i) through to (v) the Charter School has not cured the problem within thirty (30) days from receipt of a notice from DPPS. The Charter School will have thirty (30) days from receipt of the notice to cure the breach of any of these events and avoid termination of this Agreement. Any termination by DPPS pursuant to this Section 7(e) shall be effective as of the end of the then-current school year, *provided* that DPPS and the Charter School shall endeavor to establish a transition plan for withdrawal of DPPS and its replacement by another management company or internal Charter School personnel, as determined by the Charter School, within a shorter period of time to the extent practicable and in the best interests of the Charter School's students.

- f) Effect of Termination. Upon termination of this Agreement, whether with or without cause, DPPS shall be entitled to a prorated Management Fee for the portion of the fiscal year up to the date of termination, computed based upon the number of days in the fiscal year up to the date of termination divided by the total number of days in the fiscal year. To the extent DPPS has received payments of the Management Fee in excess of the amount so due to it (including as a result of any adjustment pursuant to Section 6(b)(i) following completion of an audit), it shall promptly refund the excess to the Charter School. To the extent DPPS has received less than the amount so due (including as a result of any adjustment pursuant to Section 6(b)(i) following completion of an audit), the Charter School shall pay the shortfall to DPPS out of revenues as and when received by it. If this Agreement is terminated as permitted, then except as otherwise provided in this Section 7(f), such termination shall be without liability to any party or to any affiliate, shareholder, trustee, director, officer or representative of such party, and following such termination no party shall have any liability under this Agreement or relating to the transactions contemplated by this Agreement; *provided* that no such termination shall relieve any party from liability in respect of breaches by such party prior to such termination.
- g) Assistance with Dissolution and Closure. In the event the Charter School's charter is revoked or not renewed, then, notwithstanding that DPPS may invoke its right under Section 7(e) to terminate this Agreement, DPPS shall assist the Charter School in its winding-up and dissolution and in the execution of a closure plan for the Charter School, which assistance shall include, without limitation, making available and assisting in the transfer of student and teacher records.

8. Indemnification; Insurance.

- a) DPPS shall indemnify and hold harmless the Charter School, its trustees, directors, officers, agents, servants, and employees (each, an "Indemnitee"), from and against any and all damages, claims, liability, losses and expenses incurred by any Indemnitee in respect of, arising out of, or involving, a claim made by any third-party against any Indemnitee resulting from or arising in connection with

any advice, guidance, act or omission on the part of DPPS, its trustees, directors, officers, directors, agents, servants or employees, whether in connection with the services or support functions to be provided under this Agreement or activities undertaken by DPPS on behalf of other charter schools, *excluding, however*, any liability resulting from or arising in connection with (i) actions taken by DPPS at the express request or direction of the Board, (ii) any actions taken by the Charter School other than with the guidance, direction or advice of DPPS or (iii) any liability to the extent arising as a result of negligence, intentional tort, fraud or criminal conduct on the part of the Charter School or any of its trustees, officers, agents, or employees.

- b) If a third party claim is made against an Indemnitee, and if such Indemnitee reasonably believes that such claim would give rise to a right of indemnification pursuant to this Section 8, then such Indemnitee shall give written notice to DPPS of such claim as soon as reasonably practicable after such Indemnitee has received notice thereof (provided that failure to give timely notice shall not limit the indemnification obligations of DPPS hereunder except to the extent that the delay in giving, or failure to give, such notice has materially prejudiced the ability of DPPS to defend the claim). DPPS shall defend such claim, at DPPS's own expense and with counsel selected by DPPS and reasonably satisfactory to such Indemnitee, provided that an Indemnitee shall at all times also have the right to fully participate in the defense at its own expense (and may retain its own counsel at the expense of DPPS if it shall reasonably determine that representation of it and DPPS by the same counsel would materially prejudice the interest of such Indemnitee; provided that DPPS will only be responsible under such circumstances for the expenses of a single additional counsel for all Indemnitees). If DPPS shall fail to commence a defense against such claim within 30 days after notice thereof shall have been given by an Indemnitee to DPPS or if DPPS shall not diligently pursue such defense, such Indemnitee shall have the right, but not the obligation, to undertake the defense of, and to compromise or settle (exercising reasonable business judgment), the claim on behalf, for the account, and at the risk and expense (including the payment of reasonable attorneys' fees of such Indemnitee regardless of whether the Indemnitee prevails against the third party claim) of DPPS. If DPPS assume the defense of such claim, the obligation of DPPS hereunder as to such claim shall include taking all reasonably necessary steps in the defense of such claim.
- c) DPPS shall not consent to the entry of any judgment or settle or compromise any third party demands, claims, actions, suits or proceedings for which an Indemnitee has sought indemnification from DPPS unless it shall have given such Indemnitee not less than 15 days prior written notice of the proposed consent, settlement or compromise, and afforded such Indemnitee an opportunity to consult with DPPS regarding the proposed consent, settlement or compromise, and shall not consent to the entry of any judgment or enter into any settlement or compromise without the approval of such Indemnitee. An Indemnitee shall not unreasonably withhold or delay its approval of a proposed consent, settlement or compromise. In determining whether to give its approval, an Indemnitee may

consider whether the proposed consent, settlement or compromise includes as an unconditional term thereof the giving by the claimant to such Indemnitee of a release from all liabilities and obligations of whatever kind or nature in respect of such claim except the liabilities and obligations satisfied by DPPS.

- d) The rights to indemnification and reimbursement provided by, or granted pursuant to, this Section 8 shall continue as to an Indemnitee who has ceased to be a trustee, director, officer, agent, servant or employee of the Charter School (or other person indemnified hereunder). The provisions of this Section 8 shall be a contract between DPPS, on the one hand, and each Indemnitee who served at any time while this Section 8 is in effect in any capacity entitling such Indemnitee to indemnification hereunder, on the other hand, pursuant to which DPPS and each such Indemnitee intend to be legally bound. No repeal or modification of this Section 8 shall affect any rights or obligations with respect to any state of facts then or theretofore existing or thereafter arising or any action, suit or proceeding theretofore or thereafter brought or threatened based in whole or in part upon such state of facts.
- e) During the term of this Agreement DPPS shall at all times at its own expense maintain comprehensive general public liability insurance from an insurance carrier licensed in the District of Columbia and having a Best's rating of not less than A-VIII, covering acts and omissions of DPPS and its employees, consultants and contractors and naming the Charter School as an additional insured. Such insurance shall have liability limits of not less than \$1,000,000 per occurrence and \$ 2,000,000 in the aggregate. DPPS also maintains an umbrella liability policy of \$5,000,000 per occurrence. Such policy of insurance shall contain a clause that the same shall not be cancelled except on thirty (30) days' written notice to the Charter School.

9. Non-Solicitation. To the extent permitted by law, the Charter School agrees that from and after the date hereof until twelve (12) months after the end of the fiscal year in which this Agreement is validly terminated or expires at the end of the then-current term, in each case, pursuant to Section 7 (the "Restricted Period"), it shall not solicit to hire, or hire, or cause or permit any of its Affiliates (as defined below), agents, or independent contractors to employ, directly or indirectly, in any capacity, any director, officer or employee of DPPS who is, or has been during the term of this Agreement, engaged by DPPS or any Affiliate of DPPS to render services as an employee or independent contractor, except (i) for up to four (4) individuals in aggregate during the Restricted Period; provided, that the Charter School gives DPPS prompt written notice of the name of each such individual and the Charter School's reliance on this exception or (ii) for general solicitations of employment, but not hiring or employing (other than expressly permitted herein); provided, that such solicitations are not specifically directed to any such officer, director or employee. DPPS agrees that during the Restricted Period, it shall not solicit to hire, or hire, or cause or permit any of its Affiliates, agents, or independent contractors to employ, directly or indirectly, in any capacity, any person who is, or has been during the term of this Agreement, engaged by the Charter School as a school leader, teacher or administrator, except (i) for up to four (4) individuals in aggregate during the Restricted Period; provided, that DPPS gives the Charter School prompt written notice of the name of each such individual and

DPPS's reliance on this exception or (ii) for general solicitations of employment, but not hiring or employing (other than expressly permitted herein); provided, that such solicitations are not specifically directed to any such school leader, teacher or administrator.

For the purposes of this Agreement, "Affiliate" of any Person means (i) any other Person which, directly or indirectly, controls or is controlled by that Person, or is under common control with that Person and (ii) in the case of DPPS, all other charter schools (x) with which DPPS or its Affiliates has management or operational agreements or management or operational arrangements or (y) which are otherwise part of the Democracy Builders' network. For the purposes of this definition, (a) "control" (including, with correlative meaning, the terms "controlled by" and "under common control with"), as used with respect to any Person, shall mean the possession, directly or indirectly, of the power to direct or cause the direction of the operations, activities, management or policies of such Person, whether through the ownership of voting securities, by agreement or otherwise and (b) "Person" means any individual, partnership, corporation, limited liability company, trust, estate, association, unincorporated organization or other entity or association.

10. Miscellaneous.

- a) Severability. In the event that any provision of this Agreement or the application hereof to either party or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Agreement and the application of such provisions to either party or circumstances other than those as to which it is determined to be invalid, unlawful, or unenforceable, shall not be affected thereby, and each remaining provision of this Agreement shall continue to be valid and may be enforced to the fullest extent permitted by law.
- b) Waiver. The failure by either party hereto to insist upon or to enforce any of its rights shall not constitute a waiver thereof, and nothing shall constitute a waiver of such party's right to insist upon strict compliance with the provisions hereof. No delay in exercising any right, power or remedy created hereunder shall operate as a waiver thereof, nor shall any single or partial exercise of any right, power or remedy by any such party preclude any other or further exercise thereof or the exercise of any other right, power or remedy. No waiver by any party hereto to any breach of or default in any term or condition of this Agreement shall constitute a waiver of or assent to any succeeding breach of or default in the same or any other term or condition hereof.
- c) Amendment. This Agreement shall not be changed, modified or amended nor shall a waiver of its terms or conditions be deemed effective except by a writing signed by the parties hereto.
- d) Cooperation. The parties hereto acknowledge that the management of public charter schools by third parties is an area presenting numerous legal uncertainties and ambiguities, and that the arrangements contemplated by this Agreement are new and unique and in light of these factors agree to work together in good faith to resolve in manner consistent with the spirit and intent of the relationship

DEMOCRACY PREP PUBLIC SCHOOLS MANAGEMENT AGREEMENT (2014-15)

created hereby, any new or unforeseen issues which arise in carrying out the terms of this Agreement.

- e) Assignment. This Agreement may not be assigned (whether by operation of law, merger, or otherwise) by either party without the prior written consent of the other party. The covenants and agreements contained herein shall be binding upon, and inure to the benefit of, the heirs, legal representatives, successors and permitted assigns of the respective parties hereto.
- f) Governing Law. This Agreement shall be governed by, and construed and enforced in accordance with, the laws of the District of Columbia, without regard to the conflicts of law rules thereof.
- g) Counterparts. This Agreement may be executed in one or more counterparts, each of which will be deemed to be an original copy of this Agreement and all of which, when taken together, will be deemed to constitute one and the same agreement.
- h) Expenses. Except as expressly provided in this Agreement, each of the parties hereto shall bear its own costs and expenses incurred in connection with the negotiation, execution and delivery of this Agreement.
- i) No Third-Party Beneficiaries. This Agreement does not confer any rights or remedies upon any person or entity, other than the parties hereto and their respective successors and permitted assigns.
- j) Construction. Whenever the context requires, the gender of all words used in this Agreement includes the masculine, feminine, and neuter. The words “hereof”, “herein” and “hereunder” and words of similar import when used in this Agreement will refer to this Agreement as a whole and not to any particular provision of this Agreement, and all references to Articles and Sections refer to articles and sections of this Agreement, all references to “including” or any variation thereof will be construed as meaning “including without limitation” and all references to Exhibits, Schedules or Appendices are to Exhibits, Schedules or Appendices attached to this Agreement, as amended pursuant to this Agreement from time to time, each of which is made a part of this Agreement for all purposes. All headings and captions contained in this Agreement and the table of contents hereto are inserted for convenience only and shall not be deemed a part of this Agreement. The Annexes are considered a part of this Agreement. The word “extent” in the phrase “to the extent” means the degree to which a subject or other thing extends, and such phrase does not mean simply “if”. The sign “\$” when used in this Agreement means the lawful money of the United States of America.
- k) Directly or Indirectly. Where any provision in this Agreement refers to action to be taken by any person or entity, or which such person or entity is prohibited from

DEMOCRACY PREP PUBLIC SCHOOLS MANAGEMENT AGREEMENT (2014-15)

taking, such provision will be applicable whether such action is taken directly or indirectly by such person or entity.

- 1) Entire Agreement. This Agreement constitutes the entire agreement and understanding between the parties with respect to the subject matter hereof and supersedes all prior agreements, understandings, negotiations, representations and statements, whether oral, written, implied or expressed, relating to such subject matter.

[Remainder of Page Intentionally Left Blank]

DEMOCRACY PREP PUBLIC SCHOOLS MANAGEMENT AGREEMENT (2014-15)

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their respective officers thereunto duly authorized, as of the date first written above.

CHARTER SCHOOL:

**DEMOCRACY PREP DC CHARTER
SCHOOL**

By: _____

Name:

Title:

DPPS:

DEMOCRACY PREP PUBLIC SCHOOLS

By: _____

Name:

Title:

SCHEDULE A

Licensed Trademarks

- Democracy Prep
- Democracy Builders
- Democracy Prep Public Schools
- Dream - Discipline, Respect, Enthusiasm, Accountability and Maturity
- Work Hard. Go To College. Change The World!
- Choice and Voice
- Voice and Choice
- Parents Organizing to Win Education Reform
- Parents Organizing to Win Education Reform Now!
- POWER Now!
- You Earn This (YET)
- Citizen-Scholar(s)
- DREAM Dollars
- Democracy Prep Blackstone Valley
- Logos of Democracy Preparatory Public School, Democracy Prep Harlem, Democracy Prep Charter School
- "Preparing students for success in college and citizenship"
- DREAM Detention
- "the Competence-Loyalty Matrix"
- CitizenshipFirst
- Alumni Revolution
- Alumni Rev

SCHEDULE B

Licensed Curriculum Materials

School Design:

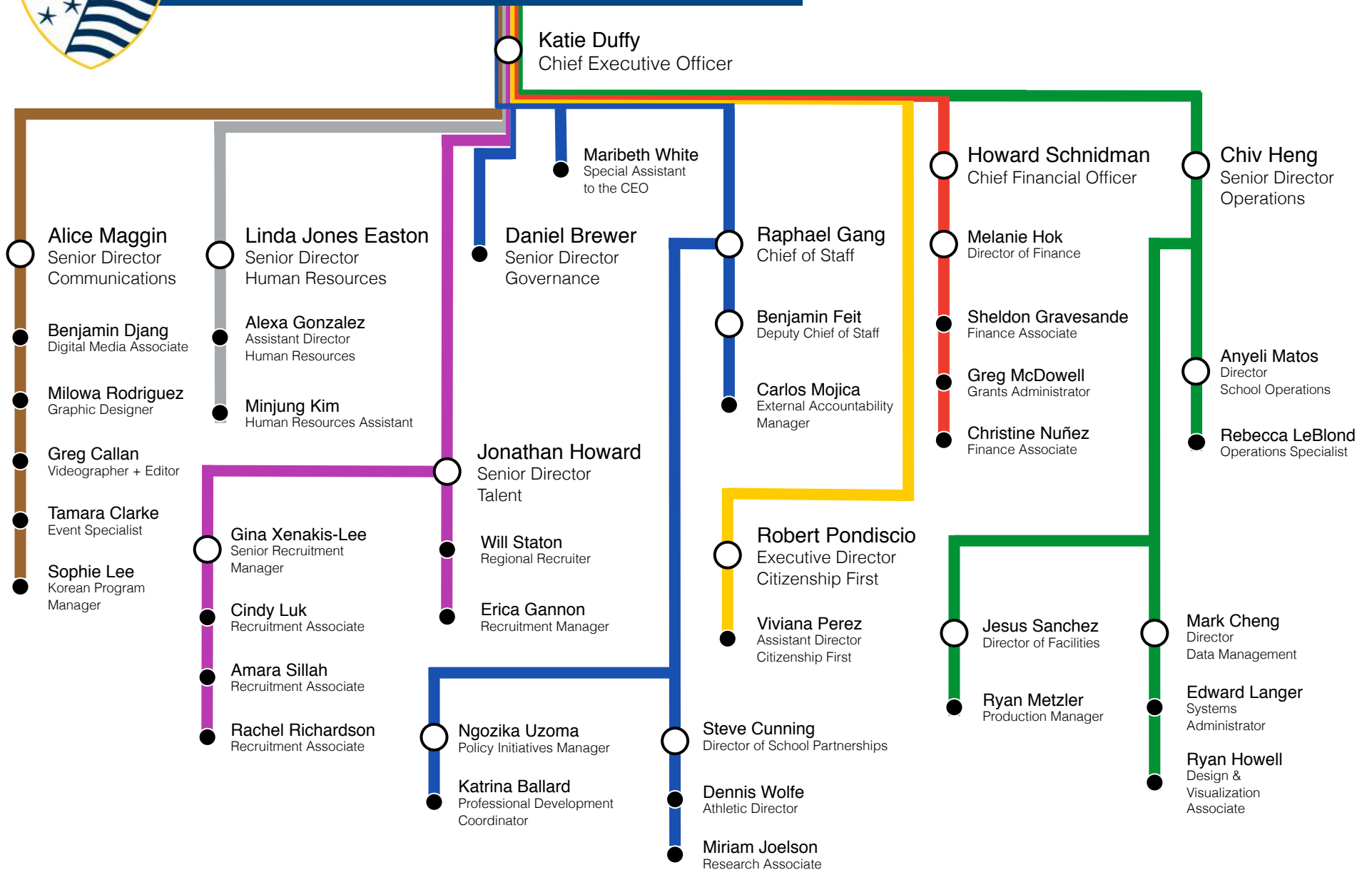
- School Day/Class Schedule
- Annual Calendar
- DREAM dollars system
- Assessment Schedule
- Professional Development Plan/Program
- Prep Academy
- Manuals (Financial Policies, Personnel)
- Teacher Rubric
- Manuals

Curriculum:

- Curriculum Crosswalks
- Scope and Sequence
- Comprehensive Exams
- Interim Assessments
- Exit Tickets
- Do Now
- Unit Plans

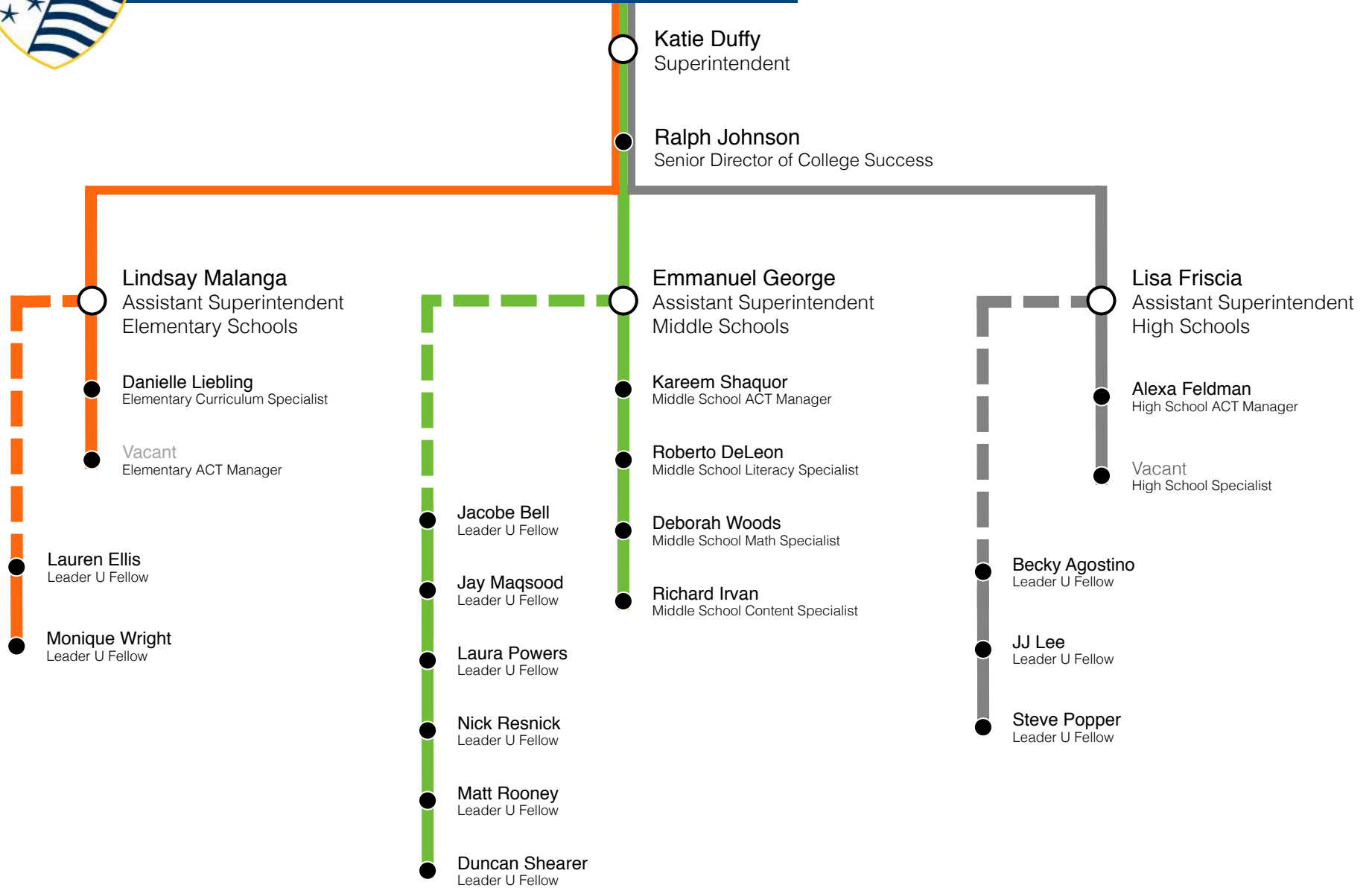


2013 – 2014 DPPS OPERATIONS TEAM





2013 – 2014 DPPS ACADEMIC TEAM





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Payment

Your filing has been submitted and payment has been received. If you have selected expedited service, then your filing will be reviewed in one or three business days. Otherwise, your filing will reviewed in the order it was received and may take up to fifteen business days for turnaround. You can track the progress of your filing by navigating to "Service Management" tab of your Corponline account. If filing is rejected, please, check "Rejected services" section and correct the deficiency and re-file for final approval. If filing is approved, then copy of filing documents will be available at "Approved Services" tab. For questions about your filing, please, contact DCRA Corporations Division at 202-442-4432.

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EIN Assistant

Your Progress:

1. Identity ✓

2. Authenticate ✓

3. Addresses ✓

4. Details ✓

5. EIN Confirmation

Congratulations! The EIN has been successfully assigned.

EIN Assigned: **46-3584994**

Legal Name: **Democracy Prep DC Charter School**


The confirmation letter will be mailed to the applicant. This letter will be the applicant's official IRS notice and will contain important information regarding the EIN. Allow up to 4 weeks for the letter to arrive by mail.

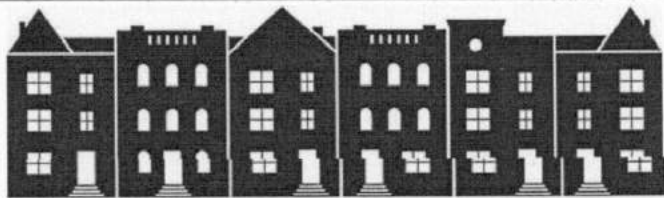
We strongly recommend you print this page for your records.

Click "Continue" to get additional information about using the new EIN.

[Continue >>](#)

Help Topics

 [Can the EIN be used before the confirmation letter is received?](#)



DEPARTMENT OF CONSUMER & REGULATORY AFFAIRS
District of Columbia Government

Corporations Division

Registered Agent Combined Form.

If you sign anywhere on the Registered Agent Combined Form, you agree that you understand that anyone who makes a false statement anywhere on it can be punished by criminal penalties of a fine up to \$1000, imprisonment up to 180 days, or both, under DCOC § 22-2405; and the corporation's certificate of authority can be denied or revoked.

RA-1. Registered Agent Written Consent. Version 2, July 2010.

Use this form to appoint a Registered Agent for an entity. Choose Option A or B, but not both. There is no fee for this form.

Under DC Official Code (DCOC) Titles 29 and 41, a Registered Agent (RA) must be:

1 - A bona fide resident of the District of Columbia (DC),

OR

2 - A for-profit corporation, authorized by articles of incorporation or certificate of authority to act as agent.

Entities may not act as their own RAs.

Limited Liability Companies (LLCs) and Limited Liability Partnerships (LLPs) and Limited Partnerships (LPs) may not act as RAs.

Registered Agent Address may never be outside the District of Columbia. Address must be physical street address, never a PO Box.

A. By a District Of Columbia resident: I, a bona fide District resident, consent to act as a RA for the entity below.

Name of D.C. Resident

Stephen H. Marcus

Address of Resident (address must be in DC: not a PO Box)

1730 Rhode Island Ave. N.W., Suite 713, Washington, DC 20036

Entity Name

The Marcus Firm, PLLC

Signature

Stephen H. Marcus / MR

B. By a legally authorized corporation: The authorized corporate Registered Agent in the District, by the signatures of its President/Vice-President and Secretary/Assistant Secretary, agrees to act as RA for the entity below.

Name of Corporation serving as RA

Address of Corporation (address must be in DC: not a PO Box)

Entity Name

President	Vice-President	Signature
Secretary	Assistant Secretary	Signature

Mail all forms and required payments to:

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

Go to check dcra.dc.gov to find out which entities are required to register; search business names; get registration guidelines; search registered organizations; and download forms and documents. Just click on "Corporate Registrations."

J. CURRICULUM

Please reference <https://democracyprep.app.box.com/s/f9hwbiali0zfu8majj6g> for a comprehensive overview of the core elements of Democracy Prep’s elementary school instructional program as well as for a curricular breakdown by subject in Read Aloud (RA), Reading Comprehension (RC), Saxon Math, Science & Civics, Textual Analysis (TA), and Writing.

K. EXHIBITS

- A. DPPS Special Education Referral Guide
- B. Teacher Evaluation Rubric
- C. Principal Evaluation Tool (Charter School Individual Director Performance Expectations)
- D. DPPS School Review Rubric
- E. Summer PD Schedule
- F. Career Ladders
- G. Monthly Calendar
- H. Sample Pre-K Provider MOU
- I. CSP Grant Award Notification
- J. DPDC Year 1 Insurance Summary



DEMOCRACY PREP PUBLIC SCHOOLS

Work Hard. Go to College. Change the World!

ACT Guide

Special Education Services Referral

2013-14

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Special Education Services Referral Guide

Overview:

The special education services referral process is approximately twelve weeks long. The process begins in the grade level teams where the general education teachers identify a scholar. Next, the Response to Intervention (RTI) process begins and continues for up to two separate rounds of interventions, lasting four to six weeks per round, during which time teachers implement the planned interventions and collect progress data. Based on the results of the tiered interventions, the team decides whether or not to proceed with the referral. Once it is determined that a scholar would benefit from special education services, the teacher submits the referral to the grade level ACT teacher. The ACT teacher arranges an IEP recommendation meeting with the parent and teachers and if the parent agrees, the scholar is referred to the CSE for an initial evaluation.

Special Education Services Referral Steps:

1. During a grade level meeting, teacher(s) alert(s) the team and ACT teacher that a particular scholar is struggling in class. Teacher(s) provides a description of the scholar's struggles and the classroom level interventions tried by him/her in response to them. The team shares their thoughts on this student to determine whether s/he is just struggling in one class or in multiple classes. During this meeting teachers should:
 - a. Initiate RTI (set intervention goals, determine concrete team-wide actions to take over a set period of time to help the scholar – example, use of a research-based practice across all contents)
 - b. Track scholar response to the interventions (anecdotal records are fine)
 - c. Set a follow-up GL meeting within the next four to six weeks to go over RTI results.
2. When teachers meet again, they should determine if team should proceed with the intervention, or modify it. GL team should set a final decision meeting in another four to six weeks.
3. At the twelve week point (the third GL meeting), if the IEP evaluation seems to be the appropriate next step, then the referring teacher should submit a Special Education Services Referral Form to the grade level ACT teacher, indicating the specific concerns the team has of the scholar. All RTI data and results should be included in this form. The ACT teacher will share this information with the ACT coordinator.
4. ACT Teacher will review the form and take the appropriate next steps including: behavioral observations, working with the Social Worker to provide at-risk counseling services if necessary, and arranging a meeting with: the parent or guardian of the scholar, ACT coordinator or manager, Social Worker, and a grade team representative familiar with the scholar in order to obtain written consent of an IEP evaluation.
5. As soon as the parent provides written consent to an IEP evaluation, the ACT coordinator submits it to the CSE where ACT Manager of Compliance monitors referral progress.

Managing Referrals:

School-based ACT Coordinators have to keep track of referrals. The following actions are recommended to establish a system for monitoring referrals and tracking their progress:

1. Use Google Drive to create a form/survey that teachers can use to refer a scholar
2. Share the form with the entire staff
3. Use the spreadsheet generated by the form to track the progress on referral requests
4. The spreadsheet should be shared among ACT teachers, ACT Coordinator, Social Workers, D.R.E.A.M. Coaches, Campus Leaders, Grade-level Chairs, and ACT Manager of Compliance.
5. View a sample ACT data tracker here: <http://bit.ly/17q0TEB>

Referral Process Cheat Sheet

Identification	<ul style="list-style-type: none"> • A scholar is identified at grade level team meeting by a teacher, where initial discussion takes place with regards to scholar’s academic progress and behavior. • Teachers identify the “effort-achievement” gap. That is, the extent to which scholar is not achieving results appropriate to his/her level of effort (in terms of processing speed, reading ability, retention rates, or performance on independent assessments). • With the assistance of the grade level ACT teacher, interventions are determined and RTI is initiated (tutoring, reading groups, a seating change, or one-on-one meetings with the scholar to discuss organization, etc.) • The grade level ACT teacher notifies the ACT coordinator and Social Worker about the initial discussion and RTI interventions for the scholar.
RTI Round #1	<ul style="list-style-type: none"> • RTI continues for 4-6 weeks • Teachers monitor and document progress and collect data.
Reconvene	<ul style="list-style-type: none"> • Data is reviewed and based on the results, the grade level team may choose to: <ul style="list-style-type: none"> ▪ End interventions ▪ Continue interventions as is, or modify intensity, duration, frequency – special education services are not needed ▪ Continue or increase intervention (intensity, duration, frequency) for another 4-6 week round ▪ ACT coordinator and social worker are notified
RTI Round #2	<ul style="list-style-type: none"> • RTI continues for another round of 4-6 weeks • Teachers monitor and document progress and collect data.
Decision	<ul style="list-style-type: none"> • Based on the results, the grade level team may choose to: <ul style="list-style-type: none"> ▪ End interventions ▪ Continue interventions as is, or modify intensity, duration, frequency – special education services are not needed ▪ Continue or increase intervention (intensity, duration, frequency) while beginning the referral process • If the referral process is to be initiated, the recommending teacher submits the referral forms to the ACT Teacher with all necessary data and documentation. The ACT teacher meets with the ACT coordinator to review all data.
SpEd. Services	<ul style="list-style-type: none"> • If all data is complete, ACT teacher will arrange a SpEd services recommendation meeting with the parent, the teachers, Social Worker, and ACT coordinator • Using the data, teacher will explain to the parent their reasoning behind the referral

Referral Submission	<ul style="list-style-type: none"> • ACT Coordinator will move forward with the referral process through the Committee on Special Education (CSE) and submit the parent’s request to the CSE liaison • Teachers will determine internal accommodations to be put in place as the referral process continues • Campus Leader has to approve “Principal Accommodations.”
Monitor CSE	<ul style="list-style-type: none"> • ACT coordinator tracks the referral timelines and shares updates with the ACT Specialist of Compliance, who ensures CSE compliance with deadlines, and the ACT teacher • ACT teacher communicates with grade level team regarding the status of the referral and updates. • ACT coordinator provides any information requested by the CSE within twenty-four hours of the request. If this is not possible, ACT coordinator contacts ACT Specialist of Compliance for assistance and questions

Sample First Pre-Referral Grade Level Meeting Protocol

Roles: Facilitator, minute-taker, time-keeper, presenter¹

Before the meeting: Any member of the team who wishes to nominate a scholar to be entered into the referral process should be prepared to speak to the team about the scholar's struggles, strengths, preferences, and actions taken by the teacher to address the scholar's needs. In addition, the referring member should bring student work samples, anecdotal records, and assessment results that may help the team better understand the needs of the scholar. This is especially helpful for teachers who may not know the scholar.

Step 1: Facilitator reminds the group that during the first 5 minutes of the meeting the team will make a list of scholars who are potential candidates to be referred for special education services. Each member identifies a scholar (teachers who do not have a scholar to nominate should "pass") and the minute-taker records the names. If at the end of this step there are more than two scholars on the list then the team should discuss the first two and table the rest for another meeting because each scholar will likely take approximately 25 minutes to discuss. 2 mins.

Step 2: The teacher recommending the first scholar gives an overview of the child's performance in class, as well as his/her strengths and struggles in the areas of paRTIcipation, homework, classwork, group work, tests/quizzes, and exams. Student work samples or data may be passed out. 5 mins.

Step 3: The facilitator asks the recommending teacher "What is the reason for nominating this scholar? What is your primary concern for this scholar?" The nominating teacher briefly explains her concern(s) and why she thinks special education services could be helpful. 1 min.

Step 4: The facilitator asks "What actions have you taken to meet the needs of this scholar and what were the results?" The nominating teacher explains what he has done in and out of the classroom to address the needs demonstrated by the scholar. 2-3 mins.

Step 5: The facilitator then asks the team "How is the scholar doing in other classes?" Each teacher takes about 30 seconds to answer this question. If there are struggles that are consistent with what the nominating teacher described then the other teachers should point these out. 5 mins.

Step 6: The facilitator asks the team "What can we all do (intervention strategy) to address the scholar's struggle(s)?" Teachers should share-out and choose from intervention strategies they are familiar with or refer to and choose from the [Pre-Referral Intervention Manual](#) by McCarney and Wunderlich. 5 mins.

Step 7: The facilitator asks the team "How are we going to track the scholar's progress (in the area(s) specified) in response to the intervention?" Team discusses and agrees on a tracking method. 5 mins.

Step 8: Team sets a date for the next meeting. All teachers should bring intervention results for the next meeting. 1 min.

Repeat steps 1-8 for the next scholar

¹ Presenter is the teacher who nominates a scholar for the referral process.

Sample Second Pre-Referral Grade Level Meeting Protocol

Roles: Facilitator, minute-taker, time-keeper,

Before the meeting: This meeting takes place at the 4-6-week point from the initial pre-referral meeting when an intervention was chosen. All team members who teach the scholar should prepare to share intervention data and results with the team.

Step 1: Facilitator recaps from initial meeting why the scholar is being considered for a referral and which intervention was agreed upon. The facilitator then asks “what were the results of the intervention in your classroom?” The nominating teacher shares first, followed by each of the other members who implemented the intervention. Possible responses: *Intervention seems/ does not seem to have a positive effect ... as evidenced by...* Record keeper records the responses that will be referred to in the next step to determine if the intervention is working or not. 5 mins.

Step 2: If the intervention is working the facilitator asks the team to continue it. The remainder of the time can be used to discuss previously “tabled” nominations. On the other hand, if the current intervention is not working, the facilitator asks the team to discuss revision of the intervention or a new intervention. Team members share their thoughts and determine next steps. Team can refer to Pre-Referral Intervention Manual by McCarney and Wunderlich for more intervention strategies. 5-10 mins.

Step 3: Team agrees on data collection and tracking method.

Step 4: Facilitator sets a date for the next meeting. All teachers should bring intervention results for the next meeting. 5 min

Sample Third Pre-Referral Grade Level Meeting Protocol

Roles: Facilitator, minute-taker, time-keeper

Before the meeting: This meeting takes place at the 12-week point from the initial pre-referral meeting when an intervention was chosen (and possibly modified at the 4-6-week check-in). All team members who teach the scholar should prepare to share intervention data and results with the team.

Step 1: Facilitator recaps previous meeting. The facilitator then asks “what were the results of the modified/new intervention in your classroom?” The nominating teacher shares first, followed by each of the other members who implemented the intervention. Possible responses: *Intervention seems/ does not seem to have a positive effect ... as evidenced by...* Record keeper records the responses that will be referred to in the next step to determine if the intervention is working or not. 5 mins.

Step 2: If the intervention is working the facilitator asks the team to continue it. Otherwise, Facilitator asks the team members to share their thoughts. 5 mins.

Step 3: Facilitator asks the team to send all data from the last six weeks to the nominating teacher who will then submit the referral via the SpEd Services Referral Form. 5 mins.

Step 4: Team records the date of referral for later tracking and a member sends an e-mail alert to the ACT coordinator, social work, and ACT manager.

Response to Intervention

Response to Intervention (RTI) is the practice of providing high-quality instruction/intervention matched to scholar needs and using scholar performance levels and growth rate to make important educational decisions. An RTI model has the following elements:

- Screening of scholars at risk for poor learning outcomes or challenging behavior
- Use of research-based curricula and evidence-based interventions
- Monitoring scholar progress
- Adjust the intensity and nature of tiered interventions depending on a scholar’s responsiveness
- Identify scholars with learning disabilities or other disabilities
- Use data to inform decisions at the school, grade, or classroom level

RTI Models:

Schools can choose to implement one or both of the RTI models defined below:

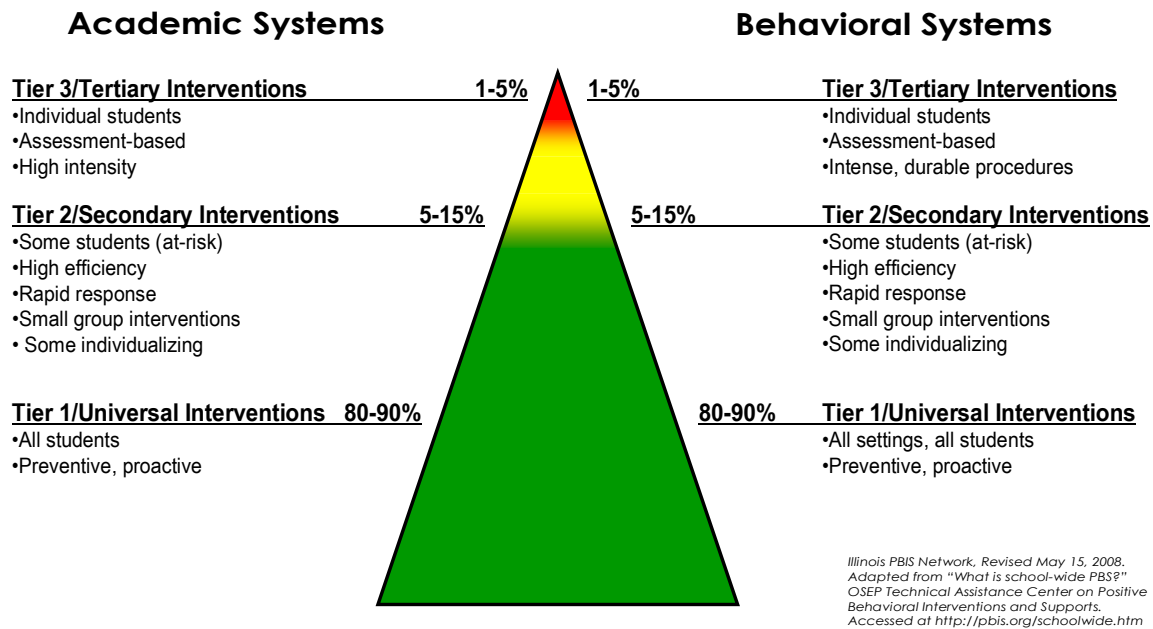
Problem Solving Model	Standard Treatment Protocol
The problem solving approach uses interventions, selected by a team, that target each scholar’s individual needs. This approach has been used in schools for more than two decades.	The standard treatment protocol approach uses one consistent intervention, selected by the school, which can address multiple students’ needs. A strong research base supports this approach.

	Problem Solving	Standard Treatment
Universal Screening	Class-wide assessment or universal screening is administered to identify students who are potentially struggling.	
Tier 1	All students receive high-quality instruction. Frequent progress monitoring (CfU) is conducted to assess struggling students’ performance levels and rates of improvement.	
Tier 2	<p>Students whose progress in Tier 1 is not adequate receive additional support.</p> <ul style="list-style-type: none"> • A team makes instructional decisions based on an individual scholar’s performance. The team identifies the academic problem; determines its cause; and then develops, implements, and evaluates a plan to address the problem. • Students are presented with a variety of interventions, based on their unique needs and performance data. • Interventions are flexible and individualized to meet a scholar’s needs. 	<p>Students whose progress in Tier 1 is not adequate receive additional support.</p> <ul style="list-style-type: none"> • The person delivering the intervention makes instructional decisions following a standard protocol. • Students with similar needs are presented with one standard, research-validated intervention. • The intervention is delivered in a predetermined format that may address multiple skill sets. This allows for greater quality control (i.e., treatment fidelity is easier to monitor given the ease of implementing a single intervention).
Tier 3	Students whose progress is still insufficient in Tier 2 may receive even more intensive intervention. At the unsuccessful conclusion of Tier 3 interventions, scholar may qualify for special education services based on his/her progress monitoring data. In that case, a recommendation should be made to the parent for an initial evaluation request to be signed and submitted to the CSE.	

RTI Tier Pyramid

Most teachers think of “tiers” when they hear about RTI. There are three tiers or levels of interventions in the RTI model (Tier 1, 2, and 3 respectively). As you move up the “Tier Pyramid” the interventions become more and more high-intensity and individualized (see the pyramid below):

A Response to Intervention (RTI) Model



Test Case: Scholar pays attention in class but does not demonstrate comprehension of the grade-level reading material presented to the whole class. Specifically, the scholar struggles in synthesizing the information that was read into a coherent written summary. Below are possible interventions the teacher may implement for each tier:

Tier 1 in-class interventions	Tier 2 in-class interventions	Tier 3 out-of-class intervention
<p>Retelling: Teacher models good retelling to the whole class using a rubric. Then, she has scholars write down their retell and work in pairs to identify strengths and growth areas of each other’s retells.</p> <p>Graphic Organizers: Teacher gives out graphic organizers that aid summarizing such as sequencing and/or cause and effect organizers.</p>	<p>During independent practice the teacher pulls a group of three scholars for small group instruction and reteaches how to write good summaries using the 4W+H strategy, text reformulations, and word splash summaries, using a variety of short texts for four weeks.</p>	<p>The teacher signs the scholar up for mandated tutoring, four times a week for thirty minutes each. During this time, the teacher reteaches how to write good summaries using the 4W+H strategy, text reformulations, and word splash summaries, using a variety of short texts for four weeks.</p>

RTI Tiers Cheat Sheet

The following table outlines the essential features of a three-tier model of RTI including suggested ranges of frequency and duration of screening, interventions and progress monitoring:

Elements	Tier 1 Core Curriculum Instruction	Tier 2 Supplemental Instruction	Tier 3 Increased Levels of Supplemental Instruction
Size of instructional group	Whole class grouping	Small group instruction (3 – 5) students	Individualized or small group instruction (1 – 2) students
Mastery requirements of content	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring	Relative to the scholar’s level of performance and continued growth as demonstrated by progress monitoring
Frequency of progress monitoring	Screening measures 3 times per year	Varies, but no less than every two weeks	Varies, but continuous and no less than once a week
Frequency of intervention provided	Per school schedule	Varies, but no less than three times per week for a minimum of 20-30 minutes per session*	Varies, but more frequently than Tier 2 for a minimum of 30 minutes per session*
Duration of intervention	School year	9-30 weeks*	A minimum of 15-20 weeks*

* It is difficult to implement Tier 2 and Tier 3 interventions with the recommended frequency and duration in a core curriculum classroom unless it is

Tier 2 Screening and Intervention Record Form

Students Identified for Tier 2

Student Name	Assessment Measure	Score	Assessment Measure	Score	Assessment Measure	Score

Goal for Next Quarter (Tier 2)

Strategies Selected for Implementation This Quarter (Tier 2)

Logistics for Implementation of Strategies Selected (“To-do’s”)

Measurement Assessment Plan

Student Name	Measure	Person Responsible	Frequency

Tier 3 Screening and Intervention Record Form

Students Identified for Tier 3

Student Name	Assessment Measure	Score	Assessment Measure	Score	Assessment Measure	Score

Goal for Next Quarter (Tier 3)

Strategies Selected for Implementation This Quarter (Tier 3)

Student Name	Strategies	Person Responsible	Frequency

Measurement Assessment Plan

Student Name	Measure	Person Responsible	Frequency

NEXT MEETING Date: _____ Location: _____ Time: _____

INTERVENTION PLAN - ACADEMIC **Date:**

Student	Grade	Teacher	Case Coordinator
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Problem Identification:	Hypothesis:
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Goal:

Intervention(s):	Measure Used	Start Date	End Date	How Often	Who

EVALUATION OF INTERVENTION

Results of Data Collection (Include progress monitoring information)	Results: <u>Pre-Test</u> Date:	Results: <u>Post-Test</u> Date:
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DECISION MAKING CONCLUSION

<u>Acceptable Progress:</u>	Monitor (see below)	Modify Plan	Dismiss
<u>Slow Progress:</u>	*Modify Plan	*Change Intervention	
<u>No Progress:</u>	*Modify Plan	*Change Intervention	Seek Entitlement

*If plan is modified, see additional sheet

Monitor Only **Start Date:** **End Date:**

Results of Data Collection

Next Meeting Date:

Sample Intervention Tracker

Week of: _____

Teacher: _____

Student	Monday				Tuesday				Wednesday				Thursday				Friday				Total # of Weekly Minutes
	T	P	F	#	T	P	F	#	T	P	F	#	T	P	F	#	T	P	F	#	

Legend

<p>T = Time (Minutes Per session) P = Program (Name of Intervention) F = Focus # = Lesson or Activity #</p>	<p>Focus</p> <p>PA = Phonemic Awareness P = Phonics F = Fluency V = Vocabulary C = Comprehension MC = Math Computation MA = Math Applications W = Writing SS = Social Skills</p>	<p>Programming</p> <p>Create your own legend for Program Name</p> <p>_____ = _____</p> <p>_____ = _____</p> <p>_____ = _____</p> <p>_____ = _____</p> <p>_____ = _____</p> <p>_____ = _____</p>
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Sample Initial Referral Letter from Parent 2

Shelby Fields
313 Avenue Ave., Apt 7 F
New York, NY 10026

Mr. Mark Jacoby
388 West 125th Street
New York, NY 10027

I am the parent of STUDENT NAME, OSIS No. 555-555-555 and a date of birth of 3/3/2003. STUDENT is a SIXTH grade student who attends Democracy Prep Charter Middle School located at 2230 5th Avenue, 2nd Floor, New York, NY 10037.

STUDENT has been retained in the sixth grade once already while attending Democracy Prep Charter Middle School. He has not been doing well in school during this academic year. STUDENT has been struggling through all of his classes especially Mathematics and English Language Arts; he may be retained again this year. I am extremely concerned. Therefore, I'm requesting a comprehensive evaluation conducted immediately to determine whether my child would benefit from additional special education services and/or a different setting.

The school contact for this evaluation is coordinator JOHN SMITH who can be reached at 955-555-5555 or via email at jsmith@democracyprep.org. I'd also like to know when the testing (if any) will be done, and whether any meetings will be scheduled so that I can make arrangements to attend.

Please send a **Permission to Evaluate-Consent Form** to me sign as soon as possible so that we can begin the process immediately.

Should you have any questions or problems with this request, please contact me at 999-999-9999.

Thankfully,

Shelby Fields

Parent of STUDENT
313 Avenue Ave., Apt 7 F
New York, NY 10026



DEMOCRACY PREP PUBLIC SCHOOLS

Work Hard. Go to College. Change the World!

DEMOCRACY PREP STAFF EVALUATION TOOL

This tool is a rubric for the comprehensive evaluation of staff at Democracy Prep Public Schools and the metric used primarily to determine the most significant portion of the performance bonuses. It is intended to balance four essential attributes of Democracy Prep team members that will help build a world-class school for our citizen-scholars. The weights of each of these categories for Trimester One are as follows:

- 40% Value added and absolute student performance demonstrated through data analysis on the Trimester Exam**
- 20% Teaching and learning**
- 20% Citizenship and discipline**
- 20% Team-oriented behaviors**

Democracy Prep staff in the first trimester should aspire to achieve the Meets High Expectations benchmark, while many teachers will find themselves often in the second category, Approaches High Expectations. Goals that are evaluated in the Does Not Meet Expectations category should be considered emergency issues that require immediate attention and intervention. The Exceeds the Highest Expectations category is designed to be elusive and recognizes only the sort of outstanding performance that Democracy Prep teachers should aspire to over their entire careers; it is unlikely to attain many evaluations that exceed expectations during the first year.

Teaching and Learning

<u>Review Area</u>	<u>Level 0</u> <u>Does Not Meet Expectations</u>	<u>Level 2</u> <u>Approaches High Expectations</u>	<u>Level 3.5</u> <u>Meets High Expectations</u>	<u>Level 5</u> <u>Exceeds the Highest Expectations</u>
PLANNING				
Aim Design	Class-period aims are frequently unclear or not focused on specific measurable skills and the knowledge to be gained in each class period.	Aims need more clarity and measurable specificity for each class and do not consistently hold high and attainable expectations for students in a class period.	Aims are consistently clear and hold high and attainable expectations for students. Aims are clearly linked to subject standards and can be measured in the period of the class.	Objectives are always extremely clear, precise, and hold very high and attainable expectations for what skills and knowledge students will master in each class period. Aims have a clear connection to standards. Aims are a model for other teachers.
Lesson Planning & Materials Quality	Plans and materials frequently do not include all essential elements of a quality lesson plan.	Plans and materials are occasionally incomplete, or lack appropriate sequencing, or are often not engaging; they may also include irrelevant activities that do not show an urgent and appropriate use of time toward mastering aims.	Plans and materials are almost always complete, well-sequenced, include engaging and relevant activities, and show an urgent and appropriate use of time towards mastering aims.	Plans and materials are always complete, well-sequenced, include engaging and relevant activities, and show an urgent and appropriate use of time towards mastering aims; plans are a good resource and model for teaching staff; plans serve as a model curriculum template for others.
Lesson Plan & Materials Timeliness	Syllabi, lesson plans and/or materials are almost always submitted late.	Syllabi, lesson plans and/or materials are occasionally submitted late.	Syllabi, lesson plans and/or materials are almost always submitted early or on time.	Syllabi, lesson plans and materials are always submitted on time or ahead of schedule.
Organized & Relevant Classroom Space	Classroom does not consistently use physical space and wall space for instructional support. Student work is often stagnant.	Classroom is neat and organized but physical and wall space add minimal value to instructional goals and student work is changed infrequently.	Classroom is neat, organized, and effectively uses physical space to aid instruction through posters, pictures, graphic organizers, word walls, and student work that rotates often	Classroom arrangement is very carefully thought-out and provides the optimum learning environment being engaging and stimulating without being distracting; n excellent model for teaching staff
IMPLEMENTATION				
Warm/Strict	Teacher occasionally is warm/demanding but usually favors only one or the other.	Teacher attempts to demonstrate characteristics of a warm, supportive, and approachable teacher who is consistently demanding, strict, and fair.	Teacher consistently demonstrates characteristics of a warm, supportive, and approachable teacher who is consistently demanding, strict, and fair.	Teacher always demonstrates characteristics of a warm, supportive, and approachable teacher who is consistently demanding, strict, and fair. Serves as a model for others.
Right is Right	Teacher often allows students to respond with a wrong, partial, or near right answer or a true answer to another question without correcting the mistake in an unequivocal way.	Teacher occasionally holds out for the "real right" answer but often allows a "near right" answer or accepts a true answer to a question that wasn't the one asked.	Teacher consistently expects student responses in class and on written work are "really right" not just "near right." A teacher does not allow a true answer to be confused with the right answer to a specific question.	Teacher always expects student responses in class and on written to be completely correct and does not allow answers to questions other than the one asked. Teacher always has high expectations for student responses and is a model for other teachers.
<u>Review Area</u>	<u>Level 0</u>	<u>Level 2</u>	<u>Level 3.5</u>	<u>Level 5</u>

<u>Review Area</u>	<u>Does Not Meet Expectations</u>	<u>Approaches High Expectations</u>	<u>Meets High Expectations</u>	<u>Exceeds the Highest Expectations</u>
Stretch It	Teacher rarely expects more than the rudimentary answer and rarely asks for an improvement in answer quality.	Teacher occasionally asks that students demonstrate both the process and the product of an answer or asks for better vocabulary.	Teacher usually expects that an answer includes both the process and the product and that even a correct answer must have evidence and justification.	Teacher regularly expects that an answer includes both the product and the process that led them to it and that even a correct answer must have evidence and justification. Even excellent answers can be improved
Circle Back	Circle back is rarely used to close the loop from a wrong answer to the student answering the same question correctly.	Circle Back techniques are used occasionally such that students who answer a question incorrectly sometimes leave the class period knowing the correct answer.	Circle Back techniques are used often such that students who answer a question incorrectly almost always leave the class period knowing the correct answer.	Circle Back techniques are used in every class masterfully such that students who answer a question incorrectly almost always leave the class period knowing the correct answer and why they initially got it wrong.
Without apology	Academic material is often simplified to reduce the rigor and complexity, and hard or “boring” subjects are discussed as “necessary” instead of fun.	Rigorous academic material is presented occasionally with apology for its difficulty. Students are rarely challenged by hard material because it is occasionally “dumbed down.”	Rigorous academic material is presented often and without apology for its difficulty. Students leave most classes believing that material is fun because it is hard.	Rigorous academic material is presented regularly and without apology for its difficulty. Students leave most classes believing that above grade level material is fun because it is hard.
Format Matters	Students are rarely asked to answer questions in a format that demonstrates mastery of the concept and expressed	Students occasionally are asked to questions in complete sentences that demonstrate full understanding of the concept expressed in a rigorous way.	Students usually are asked to answer a written and verbal question in a complete sentence that demonstrates full understanding of the concept expressed in a rigorous way.	Students regularly answer a written and verbal question in a complete sentence that demonstrates full understanding of the concept expressed in a rigorous way and students can express what peers have said.
No opt out	No-opt out is not a focus of the classroom expectations and students often feel comfortable disengaging from whole class academic expectations	No-opt-out is often attempted, but more often teacher allows certain students to disengage from some portion of the academic material in the class.	No-opt-out is used regularly to ensure that students are engaged in all academic material even if they are struggling with the content.	No-opt-out techniques are used in every class masterfully such that students know that they can never disengage from an academic expectation of the whole class. Students are unable to say no to a request.
Promotion of Critical Thinking Skills	Assignments are focused on short term recall and rarely ask students to deeply analyze and understand the material.	Teacher attempts to have students think deeply on assignments but is inconsistently successful at getting mastery of high order thinking.	Teacher regularly pushes students to demonstrate mastery of content as well as critical thinking/ higher level Blooms Taxonomy skills.	Teacher always expects students to master difficult content in a way that has them critically examine the higher level thinking not just simple recall and is a clear model.
Every Minute Matters	Teacher often spends time in class on unnecessary tasks, tangents, transitions, or conversations or leaves significant down time during instructional periods.	Usually on task, but occasionally spends too much time on anecdotes, tangents, or unnecessary conversations and tasks. Students are focused on meaningful work ~70% of the class.	Makes an effort to use every minute of instructional time efficiently and effectively; tangents are minimal, and behavior is dealt with swiftly; students are focused on meaningful work at least 85% of the time.	Uses every minute of instructional time for purposeful learning; seamless and efficient transitions, consistent sense of urgency, excellent model for others
Student Engagement	On average, less than 50% are raising their hands on 80% of questions asked. Students often appear disengaged.	On average, 50-70% of students are raising their hands on 80% of questions. Most students appear engaged in the lesson behaviorally.	On average, 70%-85% of students are raising their hands on 80% of the questions demonstrating and eagerness to participate in the work.	On average, 85%+ of students are raising hands to 80% of questions asked because they are passionate about the material and engaged in rigorous work. A clear model.
<u>Review Area</u>	<u>Level 0</u> <u>Does Not Meet Expectations</u>	<u>Level 2</u> <u>Approaches High Expectations</u>	<u>Level 3.5</u> <u>Meets High Expectations</u>	<u>Level 5</u> <u>Exceeds the Highest Expectations</u>
Starting and ending on time	Class periods often start late or finish late. Other teachers and transition leaders are often waiting for students to leave	Class period either starts or ends late once a day.	Class period rarely starts or ends late	Classes start and end like a well oiled machine and demonstrate a masterful use of time management making the teacher a model for others.

Individual Support for Struggling Students	Rarely provides individual student support inside or outside of regular class time or is ineffective in accomplishing goals	Provides individual student support on occasion but students' areas of need are not always addressed effectively	Regularly available for individual student support; students' individual areas of need are addressed effectively inside and outside of class.	Makes self unconditionally available for direct individual student support; students' areas of need are addressed skillfully and effectively all of the time inside school and out; an excellent model for teaching staff
Promptly Returning Student Work	Rarely returns student work within 48 hours and/or neglects to provide written feedback	Attempts to return student work within 48 hours but occasionally takes longer or neglects comments.	Regularly returns student work within 48 hours with substantive and meaningful written feedback.	Almost always returns student work within 48 hours with personalized and meaningful written feedback. A model for other staff.
Homework Quality, Feedback, and Frequency	Teacher is inconsistent about assigning rigorous, relevant homework and/or fails to check or assess HW regularly	Teacher usually assigns rigorous homework but is inconsistent about checking it or feedback.	Teacher almost always assigns, challenging, relevant, homework that is clearly assessed and students are accountable for high quality work	Teacher always assigns challenging homework that is almost always assessed and students are accountable for high quality work even on weekends & holidays. Model.
Differentiation of Instruction Within the Classroom for SPED Students	Rarely differentiates to meet learners where they are or is ineffective in appropriately addressing SPED needs.	Occasionally tailors instruction to unique needs of students using accommodations or modifications.	Identifies SPED students and often differentiates instruction using appropriate modifications and accommodations when necessary	Regularly differentiates instruction to target students at all academic levels maximizing accommodations, minimizing modifications, and skillfully identifying unique needs.
USE OF DATA				
Assessment, Data Analysis, & Instruction	Teacher rarely uses assessment data for students. Instruction and support are not a product of regular review of formal and informal assessment data.	Teacher's formal and informal assessment of student learning may be rudimentary or incomplete and is only occasionally used to guide instruction.	Teacher's assessment of student learning comes from frequent informal and formal evaluations that are carefully analyzed; teacher regularly uses assessment data to inform instruction through direct instruction and curricular materials development.	Teacher's assessment of student learning is rich and comes from a combination of formal and informal evaluations; teacher continuously uses rigorous assessment data to inform skillful instructional support, with sophisticated spiral review through direct instruction and rigorous curricular materials; an excellent model for teaching staff
COLLABORATION				
Communication with Families	Rarely makes unsolicited contact to family of students for either good or bad conversations.	Occasionally makes unsolicited contact with families to deliver positive and negative reports but does not have a consistent plan.	Frequently makes contact with families on a wide variety of topics to update them on their student's progress.	Consistently makes contact with a wide variety of families on an array of topics. Uses a regular schedule to communicate with "average" students as well as high needs.
Collaboration on Teaching & learning	Teacher rarely meets with other faculty to discuss best practices and collaborate on teaching and learning strategies.	Teacher occasionally meets with other faculty to discuss best practices and collaborate on teaching and learning strategies.	Teacher often meets with other members of the faculty to discuss best practices and collaborate on teaching and learning strategies by subject, class, and student.	Teacher regularly meets with other members of the faculty to discuss best practices and collaborate on teaching and learning strategies by subject, class, and student and the collaboration is a model for other staff.

Student Citizenship & Discipline

<u>Review Area</u>	<u>Level 0</u>	<u>Level 2</u>	<u>Level 3.5</u>	<u>Level 5</u>
	<u>Does Not Meet Expectations</u>	<u>Approaches High Expectations</u>	<u>Meets High Expectations</u>	<u>Exceeds Highest of Expectations</u>

Threshold	Inconsistently stands in threshold of classroom or fails to monitor both hallway and classroom space effectively to minimize disruption	Regularly attempts to monitor both exit and entrance of students at the threshold of the classroom to minimize disruption and welcome students	Almost always monitors hallway and classroom space simultaneously for entrance and exit procedures, uses physical space effectively, students are warmly greeted almost every day.	Daily threshold routine is warm, engaging, and sets a serious tone for exit and entrance procedures. Teacher simultaneously monitors both spaces masterfully and is a model for other teachers.
100%	When whole-class directions are given, teacher rarely expects 100% adherence to the direction	Teacher attempts to get 100% adherence to specific whole-class directions but often settles for less.	Teacher expects that whole class directions are adhered to by all and comments on stragglers to encourage 100%.	Teacher gives whole class instructions and rarely settles for less than 100% adherence. When a teacher gives a direction, students immediately respond. A model for others.
Do it Again	Teacher rarely asks individual students or groups to repeat something even if it was not done correctly at first.	Teacher occasionally asks students or groups to do something again but does not always require that students repeat it perfectly before moving on to the next activity.	Teacher often asks students to do it again when they fail to follow directions or make a mistake on a specific behavioral task.	Teacher regularly requires that students do something again individually or as a group if they fail to meet high expectations. Rarely moves on until behavioral expectations are met and is comfortable waiting to get it right.
Strong Voice & Strong Presence	Teacher rarely attempts to have a strong voice or presence in the classroom and allows students to speak over his or her voice. Body & verbal language doesn't communicate high expectations	Teacher attempts to use a strong voice but occasionally accepts student interruptions or forgets to use body and verbal language to communicate high expectations	Teacher is economical with his/her words and does not tolerate student interruptions by using clear body and verbal language to carry a strong presence in the classroom almost all the time.	Teacher efficiently uses words and body language precisely to demonstrate strength in the classroom and to show that there is no tolerance for student interruptions. Can signal a class to give silence without a word. A clear model for others.
Classroom as a Mirror	Classroom tone is usually established and changed by changes in student behavior not teacher behavior. Not engaging.	Classroom is occasionally a representation of the teacher but students sometimes set the tone of the class.	Classroom is engaging and enthusiastic as a result of explicit teacher efforts to make it energetic, calm, or serious, when appropriate	Classroom behaviors and attitudes mirror those of the teacher on a regular basis through the skillful manipulation of self to affect classroom cultural shifts. Clear model.
Positive Framing & Tone	Teacher is often negative and negativity loses its effect because of its commonality.	Teacher is positive only 70% of the time and does not fully accomplish goals when using a negative tone.	Teacher is positive 80% of the time while still maintaining high behavioral standards.	Teacher is Positive 90% of the time and negativity is reserved for specific uses and to accomplish behavioral goals.
Review Area	<u>Level 0</u> Does Not Meet Expectations	<u>Level 2</u> Approaches High Expectations	<u>Level 3.5</u> Meets High Expectations	<u>Level 5</u> Exceeds Highest of Expectations
Joy Factor	Teacher rarely or never uses chanting, rhythm, call and response or competition to bring joy to the class. Students do not equate learning with fun.	Teacher sometimes uses chanting, rhythm, call and response, or competition to bring joy to the class. Students sometimes think learning is fun.	Teacher regularly makes learning fun through chanting, cheers, rhythm, call and response, celebration of achievement, or competition. Joy is a usual part of the class; students regularly show that learning is fun by laughing and smiling.	Nearly every single class is full of joy. Teacher is the model for leading students through cheers, chants, rhythm, call and response and competition. Accomplishments are celebrated every day. Learning is always fun.
What To Do	Directions are often vague, unclear, or unhelpful. "e.g. everybody pay attention"	Directions are sometimes clear and precise but lack consistency. (e.g. "I need all eyes on me")	Directions are clear, consistent, and precise (e.g. "feet on the floor, pencils down, tracking Jose.")	Directions are almost always crisp, efficient, and precisely crafted to accomplish the goal. Teacher is a model for clarity of directions.
STAR Posture	On average, less than 75% of Students are sitting in STAR posture at their desks. Heads are often down on desks.	On average, 75-85% of students are sitting in STAR Posture at their desks. Occasionally, heads are down on desks and students slump.	On average, 85%-95% of students are sitting in STAR posture at desks and students who slump or fade are redirected quickly and firmly.	On average, 90-100% of students instinctively sit in STAR posture without the need for redirection because the classroom culture expects it. A clear model for others.

Tracking the Speaker	On average, less than 65% of Students are tracking the speaker when speaker is speaking.	On average, 65-80% of students are tracking the speaker when the speaker is speaking.	On average, 80%-90% of students are tracking the speaker when the speaker is speaking	On average, 90-100% of students instinctively track the speaker or the appropriate classroom tool (map, board, overhead, etc.) without the need for redirection. A clear model for others.
Neatness and Cleanliness of Student Space	Student space is often poorly maintained, papers are left on floor, portfolios are in wrong place, room looks unkempt	Students demonstrate systems for physical space that are attempted but inconsistently maintained. Room is occasionally unkempt	Students demonstrate neat, clean physical space with binders, pencils, papers, & portfolios in an obvious & clear place due to teacher direction.	Students demonstrate an expectation of neat and clean physical space with all materials in clear places. Classroom is regularly left cleaner than it was found. A clear model.
Discipline Collaboration	Rarely collaborates with the Dean, leadership team, or other teachers on disciplinary strategies and suggestions.	Occasionally collaborates with the Dean, leadership team, and other teachers to discuss disciplinary strategies, consequences, and interventions attempted.	Often collaborates with the Dean, leadership team, and other teachers to discuss disciplinary strategies, consequences, and interventions attempted.	Regularly collaborates with the Dean, leadership team, and other teachers to discuss disciplinary strategies, consequences, and interventions attempted. Is a model of collaboration and citizenship;
Appropriate Handling of Classroom Disruptions	Often loses his/her composure when handling disruptions; disruptions in class are frequent; usually consequences are unclear or ineffective, including redirections.	At times loses his/her composure when handling disruptions; consequences are not always clear and effective, including redirections.	Calmly and assertively handles situations quickly and effectively with clear and appropriate consequences, including redirections.	Rarely has disruptions due to student engagement in lesson; calmly and assertively handles the situation quickly and effectively with clear and effective consequences, including redirections; model for other teachers
Behavioral support for SPED students	SPED students are often ignored or managed in ways that lead to greater behavioral issues.	SPED students are held to high standards but often passed off to other staff to manage	SPED students are usually supported appropriately in terms of behavioral rewards & consequences	Ensures that SPED students are provided support and encouragement as well as appropriate consequences when needed.
No Excuses & No Exceptions	Often allows exceptions or excuses to classroom or school rules for individual students.	Maintains a policy of no-excuses, but occasionally makes exceptions to the rule in individual cases.	Usually holds students to high standards and does not accept excuses when offered by a student.	Holds all students to extremely high standards regardless of circumstances and does not even entertain excuses.

Team Oriented Behaviors

<u>Review Area</u>	<u>Level 0</u> <u>Does Not Meet Expectations</u>	<u>Level 2</u> <u>Approaches High Expectations</u>	<u>Level 3.5</u> <u>Meets High Expectations</u>	<u>Level 5</u> <u>Exceeds Highest of Expectations</u>
Attendance at School	Absent from school more than 3 times in a trimester.	Absent from school 2-3 times in a trimester	Absent from school 1 time and only for good reasons	Never absent for any reason.
Timeliness to Meetings & Events	Occasionally is late for meetings, events, or appointments causing others to wait for them.	Almost always arrives for staff meetings, professional development, and other events early or on time	Arrives on-time or early for most meetings but occasionally is a few minutes late.	Is a model of timeliness. All meetings, events, and appointments are taken seriously and staff always arrives early or on time.
Timeliness to School	Usually arrives to school after 7:30 or is never prepared for student arrival into advisory/homeroom.	Occasionally arrives with just a minute or two to spare before students enter the building or is occasionally unprepared for student arrival into homeroom.	Almost always arrives on or before student arrival and is prepared for advisory/homeroom.	Is a model of timeliness. Always arrives on or before student arrival and is completely prepared for advisory/homeroom

Community Systems Support	Rarely supports arrival, dismissal, transitions, bathrooms and/or assigned lunch duties. Often is absent for scheduled transitions or arrives late.	Usually is present for assigned duties (including arrival, dismissal and transitions), but often does not actively engage in managing students. Rarely assists with duties s/he is not assigned to.	Almost always actively engages in assisting with student arrival and dismissal as well as all transitions, bathrooms, or lunch support when present and/or assigned.	Always actively engages in every student transition. Actively assists with student movement including arrival, dismissal, transitions, bathroom, lunch duty, etc. Teacher proactively creates solutions and makes suggestions for better transitions.
Going Above and Beyond	Rarely does more than what is asked of them, leaves on a time schedule, not when the job is done to the highest quality.	Occasionally goes above and beyond what was asked of them and volunteers to work harder than others every now and then..	Regularly goes the extra mile to get the job done with a high degree of quality regardless of what was asked of them or what the barriers may be.	Always goes above and beyond what is asked of them personally and professionally. Arrives early, stays late, and doesn't stop until the job is done to high standards.
Professional Dress	Occasionally fails to dress professionally such that visitors would not know this is serious.	Dresses professionally regularly(e.g. men in ties)but occasionally doesn't look like teaching is a serious job	Dresses professionally every single day and is always presentable to visitors, families, and students.	Is a model of professional dress. Uses dress to consistently demonstrate that education is important business that is taken seriously
Email & Mailbox Responsiveness	Occasionally gets behind on email or mail or fails to respond to essential communication.	Usually responds to email within 12 hours and checks both email and mailbox twice a day.	Always responds to necessary email within 12 hours and checks and empties mail box at least twice a day.	Is a model of appropriate responsiveness to email and written communication, mailbox is emptied often. Never "buried or swamped"
Professional Development Participation	Participates in PD, but rarely is actively engaged in topical conversations or fails to ask good questions. Occasionally brings a negative attitude to PD	Usually participates in PD opportunities provided by the school but occasionally disengages or does not demonstrate a positive approach to PD.	Actively participates in all PD opportunities provided through the school (e.g. workshops, visits, Friday sessions, surveys, etc.; always maintains a positive attitude.	Actively participates in all PD opportunities provided through the school, always maintains a positive attitude; seeks outside PD opportunities to develop his/her expertise and shares experiences with others.
Whole School Events, Skits, Activities, etc.	Occasionally involved in whole school events, but often sits on the side-lines while others take the lead in creating activities.	Usually willing to participate in whole school events, but rarely taking the lead unless specifically asked to do so.	Always actively involved in whole school events, skits, activities etc. Regularly suggests new ideas and ways that they can be helpful.	Always involved in whole school events and regularly takes a leadership role in creating opportunities for community-wide celebration of success, messaging, etc.

Data Teacher Evaluation Rubric for DPPS Elementary Schools

	0 Does Not Meet High Expectations	2 Approaching High Expectations	3.5 Meets High Expectations	5 Exceeds High Expectations
STEP Proficiency <i>% of scholars at the end of Trimester who are proficient as per the STEP Proficiency Document</i>	Less than 60% of scholars	60-75% of scholars	76-89% of scholars	90% + of scholars
Average STEP Growth <i>From Previous Round to Current Round</i>	Less than .75 STEP Level	.75-1.25 STEP Levels	1.26-1.75 STEP Levels	More than 1.76 STEP Levels
Saxon Proficiency <i>% of scholars achieving an average mastery (80%) on Saxon Written Assessments</i>	Less than 60% of scholars	61-75% of scholars	76-89% of scholars	90% + of scholars
Saxon Growth <i>% of scholars growing 10pts+ in Overall Math Average from mid-point in Trimester to end of Trimester (including all scholars with an 80% average+)</i>	Less than 60% of scholars	61-75% of scholars	76-89% of scholars	90% + of scholars
MAP Growth <i>% of scholars growing 5 percentile points+ of growth in NCE in Reading, Math AND Language (2-5 only) from Fall to Spring</i>	Less than 50% of scholars	51-70% of scholars	71-80% of scholars	81%+ of scholars

Note: ACT Teachers & Specialists' data evaluations will be based on averages across the grades they serve.



DEMOCRACY PREP PUBLIC SCHOOLS

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PRINCIPAL EVALUATION RUBRIC

TALENT				
	Level 0	Level 2	Level 3.5	Level 5
	Does Not Meet Expectations	Approaches High Expectations	Meets High Expectations	Exceeds the Highest Expectations
Feedback Frequency and Quality	Rarely, if ever, provides teachers under direct supervision with salient feedback that is aimed at improving instruction	Occasionally gives select teachers feedback that illuminates their “weak areas” and pushes them to basic pedagogical proficiency.	Provides consistent, value added feedback to every teacher under his/her supervision. The feedback provided eventually turns teacher weaknesses into strengths and pushes the teachers towards direct mastery of teaching taxonomies needed to boost student achievement.	Provides masterful feedback to all instructors in the building. Almost every piece of feedback given to teachers serves as a “mini-professional development session” that pushes teachers to true excellence in almost all teaching taxonomies.
Professional Development Efficacy	Rarely, if ever, provides value added Professional Development Opportunities to the entire staff and/or teachers under his/her direct supervision	Occasionally provides Professional Development sessions to the entire staff and/or teachers under his/her direct supervision. These sessions cover basic elements of pedagogical and/or student management efficacy. Professional Development Sessions provide few takeaways that can be implemented in the classroom.	Regularly provides strong Professional Development Sessions that push teachers to become better classroom managers while improving their Pedagogical Efficacy. Provides Professional Development Sessions that also push all staff to buy into the mission of the school.	Always provides masterful Professional Development Sessions that pushes all teachers towards mastery in their craft while engendering buy in to the mission of the school. These professional development sessions mirror the quality of sessions given by external experts (i.e. Sue Walsh, Doug Lemov)
Communication With All Staff	Rarely, if ever, communicates effectively with staff members regarding issues pertinent to the school.	Occasionally communicates effectively with staff via e-mail and face to face conversations regarding issues	Effectively communicates with all staff members (instructional and non-instructional) via e-mail and in person. Has the	All staff members truly value the face to face and/or e-mail communications with this leader. Communications with

		pertinent to the school. Communicates effectively with staff members that he/she feels “comfortable” with.	respect and admiration of the entire staff. Generally uses communication to hold staff accountable while engendering a large degree of buy in to the overall mission of the school.	this leader are anticipated and lead to increased accountability, markedly improved performance, and true admiration for the leader.
Support and Accountability	Rarely, if ever, uses communication to support the weaknesses of instructional and non – instructional staff. Rarely holds staff accountable for performing basic tasks (i.e. delivering lesson plans on time, coming to work on time, reporting to hall posts)	Occasionally uses communication to support all staff members while holding them accountable for basic tasks. Normally uses communication hold the teachers who he/she feels comfortable with while ignoring key staff members.	Consistently uses all forms of communication to simultaneously support all staff while holding them accountable. Staff members generally feel that they are pushed to be better and receive the appropriate amount of support to receive marked improvement.	Is seen universally by all staff as a symbol of support and accountability. All staff members willingly go above and beyond to perform their daily duties willingly due to the pervasive measures of support and accountability established by the leader.
AVERAGE SCORE in TALENT				

DATA

	Level 0	Level 2	Level 3.5	Level 5
	Does Not Meet Expectations	Approaches High Expectations	Meets High Expectations	Exceeds the Highest Expectations
Establishing a Data Driven Culture	Leader does not use e-mail, face to face communication or Professional Development opportunities to make staff members address all forms of formal and informal data germane to their daily duties.	Leader inconsistently addresses informal and formal data metrics with staff members through varied forms of interpersonal communication and Professional Development. Teachers have few, if any, action steps that will push them to all data metrics.	Leader establishes a strong sense of Data Awareness amongst all staff members. Instructional and non-instructional staff members are keenly aware of the data metrics and follow the leader’s edicts to take strong steps to improve all formal and informal data metrics across the school.	Leader establishes a culture where all staff members are keenly aware of their own data and work alongside the leader to improve all data metrics germane to their daily duties. Staff members take great pride in their data metrics and work alongside the Leader to reinforce a data rich culture.
	Leader, rarely, if ever	Leader inconsistently	Leader systemically	Leader systemically

Monitoring of Data	monitors key data metrics (i.e. Student GPA, DREAM Dollars, Teacher Gradebooks, Word Count) and rarely, if ever, alerts staff of the current data trends that are pervasive in the school.	monitors key data metrics and intermittently alerts staff members of the current data trends in the school.	reviews key data metrics and reports these metrics to staff. Leader leads staff through clear action steps to improve key data metrics and normally empowers staff members to develop plans that eventually improve all data metrics.	reports key data metrics to all staff members and embeds some form of tangible data in almost all communications to the staff. Leader inspires a culture where staff members proactively take steps to monitor and improve their own data metrics in advance of the Leader's data reporting.
Data Follow Up	Leader rarely, if ever, provides follow time and/or planning for individual teachers, non-instructional staff, or grade level teams to address and improve key data metrics.	Leader intermittently leads instructional and/or non instructional staff members through data reflection and improvement activities.	Leader establishes clear protocol and needed professional development for all staff members (instructional and non-instructional) to analyze and take clear steps for improving all data metrics across the school.	Leader actions to establish clear protocol and needed for professional development for all staff members to improve data establishes a pervasive culture where ALL staff members establish their own follow up measures to improve data proactively in addition to the protocol established by leadership.
Celebration of Data	Leader rarely, if ever, provides clear opportunities for all staff members and students to celebrate data improvements.	Leader inconsistently provides opportunities for staff members and students to celebrate data, relying only on established structures like Town Hall and Stepping Up Ceremonies to acknowledge improvement.	Leader systemically celebrates the data achievements and improvements of students of and all staff members relying on incentives, e-mail and personal communications competitions, public display of data, along with established ceremonies to acknowledge data-based accomplishments.	Leader ritualistically and systemically celebrates student and adult data through established methods, using these celebrations to inspire all stakeholders to celebrate their peers proactively without direct leadership input.
AVERAGE SCORE in DATA				

CULTURE				
	Level 0	Level 2	Level 3.5	Level 5
	Does Not Meet Expectations	Approaches High Expectations	Meets High Expectations	Exceeds the Highest Expectations
Establishing and Reinforcing Positive Adult Culture and Relationships	Leader rarely, if ever, uses, makes an effort to celebrate the successes of all staff members, inspire staff members within the school to succeed or build relationships with staff members and members of his/her peer group throughout the network.	Leader periodically celebrates the successes of adults within the school and has authentic relationships with a select group of adults within the school and with members of his/her peer group within the network	Leader actively celebrates the successes and growth of all adults within the school and has authentic relationships with the overwhelming majority of the staff. Leader also has strong relationships with members of his/her peer group.	Leader creates an adult learning culture where are inspired to celebrate the successes of their peers. The leader has built a family like atmosphere within the school. Leader actively celebrates and takes steps to contribute to the success of member of his./her peer group within the network.
Parent and Family Engagement	Leader rarely, if ever, uses established platforms (weekly reports, one calls, update phone calls) to communicate the day to day operations of the school with parents and families	Leader solely relies on established platforms (one calls, update phone calls, and weekly reports) to communicate with families.	Leader uses established communication platforms along with outreach events (Parent Drop Ins, Parent Coffee Hours) in order to ensure that parents are acutely aware of the daily happenings in the school. Parents and well informed of what happens in the school daily.	Leaders efforts to communicate with parents and families through established and outreach methods pushes parents to buy into the school and makes parents and guardians actively engage as accountable and active partners of the school.
Establishing and Reinforcing Positive Student Culture and Relationships	Leader often tolerates discipline violations and rarely, if ever, enforces student rules successfully. Leader makes little to no effort to celebrate the successes of students, inspire students to succeed within the school and build authentic relationships with students.	Leader handles discipline issues successfully on an intermittent basis. Leader periodically celebrates the successes of scholars within the school and has authentic relationships with a select group of scholars within the school.	Leader effectively handles discipline issues on a consistent basis. Leader celebrates the successes of scholars within the school and has authentic relationships with the majority of the student body.	Leader's mere presence and inspiration prevents discipline problems from occurring in and around the school. Leader ritualistically celebrates the successes of scholars and has the respect and admiration of the entire student body.
AVERAGE				

SCORE in CULTURE				
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TIME				
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	Level 0 Does Not Meet Expectations	Level 2 Approaches High Expectations	Level 3.5 Meets High Expectations	Level 5 Exceeds the Highest Expectations
Creating Effective Student Systems	Rarely, if ever, monitors student dismissals, entry, and movement amongst common spaces. Has not created an effective daily MBM that mitigates problems in this area. Frequently, there are large amounts of instructional time lost when students are in common areas.	Intermittently supervises, student entry, dismissal, and transitions. Has an established daily MBM and daily routines that inconsistently addresses student disruptions during times in common areas with a strong amount of instructional time lost.	Regularly supervises orderly entry, dismissal, and transitions. Leader has created a daily MBM and daily routines that ensures orderly student movement in all common areas with little to no instructional time lost.	Regularly supervises orderly student entry, dismissal, and transitions. Leader has created a daily MBM and daily routines that ALWAYS ensure silent movement in all common areas with no instructional time lost.
Quality of Delegation	Leader, rarely, if ever, delegates. Leader tries to complete all pertinent tasks by him/herself.	Leader intermittently delegates smaller tasks to trusted staff members; these actions have some impact to the day to day success of the school.	Leader delegates appropriate tasks to key and trusted staff members and appropriately checks on the progress of these tasks. These actions lead to strong added value to the school.	Leader use the delegation of key tasks as an opportunity to development the skill set of these staff members. Delegation leads to maximum value added to the school culturally and academically.
Quality of Short and Long Term Planning	Leader rarely, if ever, plans beyond his/her tasks the day to day. The leaders daily plans do not lead to the accomplishment of daily tasks leaving many essential tasks (i.e. lesson planning review) undone.	Leader intermittently completes daily tasks and has an eye on needed long term tasks. Leaders inconsistently completes needed daily tasks, adding some value to the school daily.	Leaders effectively plans for the year, month, week, and day, keeping the highest leverage activities front and center, getting them done the majority of the time, adding real value to the school.	Leader effortlessly plans for the year, month, week, and day getting the highest leverage activities done all the time. Leader inspires all staff members to plan in a similar matter, pushing all staff members to add maximum value to the school.
Efficiency of Actions	Leader is behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission.	Leader tries to stay on top of e-mail, paperwork, instructional leadership duties, and administrative duties	Leader has a proven system for addressing e-mail quickly, handling instructional leadership duties consistently, while	Leader quickly and decisively handles answers al e-mails and handles administrative tasks. Leader also handles all instructional

		but performs these duties intermittently and is often behind on these tasks to the detriment of the school's mission.	handling all administrative chores. Leader's actions in this area add value to the mission of the school.	leadership tasks consistently; the actions of the leader inspires all staff members to handle their daily tasks in a similar manner.
AVERAGE SCORE in TIME				

RIGOR

	Level 0	Level 2	Level 3.5	Level 5
	Does Not Meet Expectations	Approaches High Expectations	Meets High Expectations	Exceeds the Highest Expectations
Maintenance of a Rigorous Academic Culture	Leader rarely, if ever, uses feedback opportunities and Professional Development sessions to push teachers to increase the rigor in their daily instruction.	Leader intermittently uses feedback opportunities and Professional Development sessions to push teachers to increase the rigor in their daily instruction. The rigor pushes are incidental in nature.	Leader consistently uses feedback opportunities and professional development sessions to consistently push instructional rigor in the classrooms. The pushes for rigor are apparent in classes throughout the school.	Leader uses all feedback opportunities and Professional Development sessions to create a strong culture of academic rigor across the school. Leader inspires teachers to take steps to increase the rigor in their room without direct leader input.

Celebration of Academic Rigor	Leader rarely, if ever, uses communications (whole staff, grade level, individual) and Professional Development sessions to celebrate the academic rigor apparent in the classrooms throughout the school.	Leader intermittently uses communications (whole staff, grade level, and individual) and Professional Development Sessions to celebrate the academic rigor apparent in the classrooms throughout the school. Teachers see that there is an attempt to celebrate the rigor in classes throughout the school and use the intermittent attempts to mimic the actions to inspire rigor in their classrooms.	Leader consistently uses communications (whole staff, grade level, and individual) and Professional Development sessions to celebrate the academic rigor apparent in the classrooms throughout the school. Teachers regularly use the consistently communicated rigorous actions to improve and inform their own practice, making consistent efforts to mimic the actions of their peers to improve the rigor of their classrooms.	Leader uses communications and (whole staff, grade level, and individual) and Professional Development sessions to ritualistically celebrate the academic rigor apparent in the classrooms throughout the school. A school wide celebrative culture of academic rigor is pervasive and apparent throughout the school. Teachers actively celebrate the rigor apparent in each other's classrooms with and without the direct input of leadership.
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AVERAGE SCORE in RIGOR				
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SUMMARY TABLE

AREA	SCORE
Talent	
Data	
Culture	
Time	
Rigor	
OVERALL AVERAGE	
COMMENTS	

Class: _____ Subject: _____ Grade: _____

Ratings: 5 = Excellent 4 = Good 3 = Satisfactory 2 = Needs Improvement 1 = Inadequate



CLASSROOMS	Expectation	Data and Comments	Rating
Systems and Procedures	100% use of classroom systems/procedures to efficiently and effectively promote learning and strong student achievement <i>(i.e. Note common systems/ procedures, note areas of concern)</i>		
BBC	100% of classrooms use BBC to effectively promote learning <i>(i.e. Note use and quality of BBC in all classrooms to smoothly transition student, note any inconsistencies or areas of concern)</i>		
Teaching	100% of classrooms teachers prepared, purposeful, and passionate, fully engaging all students in learning <i>(i.e. Note # of classroom teachers fully engaging all students in learning, # of classroom teachers not, note any areas of concern)</i>		
Learning	100% of classrooms w/students on task & engaged in learning <i>(i.e. Note # of classrooms w/ all students on task and engaged in learning, note # of hands up, materials being effectively used, and responsiveness to lesson, note any areas of concern)</i>		
Student Support	100% of students w/support services working with same focus on rigorous curriculum w/appropriate support <i>(i.e. Note focus/rigor for students w/support services, note concerns)</i>		
Curriculum	100% of classrooms implement standards-driven, grade-level appropriate, rigorous and demanding curriculum <i>(i.e. Note # of classrooms w/ standards-driven lessons and challenging curriculum, note any areas of concern)</i>		
Assessment	100% of classrooms assess student skill and knowledge <i>(i.e. Note # of classrooms using teacher, Do Now, class activities/assignments, homework, quizzes/tests to assess students' skill and knowledge, note any areas of concern)</i>		
Student Work	100% of classrooms display strong student work evidencing rigorous, college-preparatory curriculum & student mastery <i>(i.e. Note # of classes with student work that is current, masterful, standards-driven, evidencing rigorous, college-prep curriculum)</i>		
CLASSROOM AVERAGE CLASSROOMS AVERAGE SCORE			

School: _____

Observer: _____

Date: _____

Ratings: 5 = Excellent 4 = Good 3 = Satisfactory 2 = Needs Improvement 1 = Inadequate

STAFF ARRIVAL AND PREPARATION

Category	Expectation	Data and Comments	Rating
Leadership Role	100% of leadership team fully present and prepared upon arrival of staff and students <i>(i.e. Note role of all leadership team during 15 minutes before staff and students arrival and upon arrivals)</i>		
Staff Arrival	100% of staff arrive on time as indicated by school expectation of _____ arrival time <i>(i.e. Count # of on time staff and # arriving on time, create %, indicate any exceptions here and how responded to)</i>		
Staff Appearance	100% of staff are professionally dressed and groomed <i>(i.e. Count total number of staff and those professionally dressed and groomed, create %, indicate any areas of concern)</i>		
Staff Interaction	100% of staff treat each other respectfully and professionally <i>(i.e. Count # respectful/professional interactions, count # disrespectful/unprofessional ones, indicate any area of concern)</i>		
Staff Preparation	100% of staff have all materials ready for school day <i>(i.e. Count # of staff ready with materials by start of day, count # unprepared, indicate any areas of concern)</i>		
Staff Readiness	100% of staff on post at start of school day <i>(i.e. Count # staff on post, # not, indicate any areas of concern)</i>		
STAFF ARRIVAL AND PREPARATION AVERAGE SCORE			

SCHOOL LEADERSHIP

Category	Expectation	Data and Comments	Rating
Leadership with Staff	<p>Leadership focuses on school mission with staff, provides modeling and clear expectations <i>(i.e. Note if leaders' behaviors and actions are directed at mission and maintenance of strong school culture of respect, discipline, and academic achievement; identify strong examples of this or strong examples that do not support this)</i></p> <p>100% of staff have resources needed to do job effectively <i>(i.e. Observe if all staff have computers, phones, and easy/ready access to copying & other school supplies; identify problem areas)</i></p>		
Leadership with Students	<p>Leadership focuses on school mission with students, provides clear modeling and clear expectations <i>(i.e. Note if leaders' behaviors and actions are directed at school mission and maintenance of strong school culture of respect, discipline, and academic achievement; identify strong examples of this or strong examples that do not support this)</i></p> <p>100% of students have resources needed to learn <i>(i.e. Observe whether all students have access to school supplies and other necessary resources; identify any areas of concern)</i></p>		
Leadership with Families	<p>Leadership focuses on school mission with families, provides clear modeling and clear expectations <i>(i.e. Note if leaders' behaviors and actions are directed at school mission and maintenance of strong school culture of respect, discipline, and academic achievement; identify strong examples of this or strong examples that do not support this)</i></p> <p>100% of families have resources of information to support child's learning <i>(i.e. Observe whether families' behaviors indicate that they have full and accurate information to support their child's learning; identify strong examples of this or strong examples that do not support this)</i></p>		
SCHOOL LEADERSHIP AVERAGE SCORE			

FACILITY

Category	Expectation	Data and Comments	Rating
Exterior	Clean and welcoming exterior <i>(i.e. Note condition and details of parking area, walkway, lighting, doors, windows, signage, side, back, note any area of concern)</i>		
Front Entry	Clean, bright, and welcoming entry with focus on mission <i>(i.e. Note front vestibule, signage and messages indicating school mission and values, note any area of concern)</i>		
Main Office	Clean, bright, and welcoming main office effectively organized <i>(i.e. Note main office, signage and message indicating mission and effective organization of resources, note any area of concern)</i>		
Common Space	Clean, bright, and welcoming common space mission-driven and achievement-oriented <i>(i.e. Note common space, signage indicating school mission and values and celebrating student achievement, note any area of concern)</i>		
Hallways	Clean, bright, and welcoming hallways that are mission-driven and achievement-oriented <i>(i.e. Note common space, any signage indicating mission and recent strong student work celebrating student achievement)</i>		
Classrooms	Clean, bright, and welcoming classrooms that are achievement-oriented and effectively organized <i>(i.e. Note cleanliness, order, signage, student work, organization)</i>		
Student Support Classrooms	Clean, bright, and welcoming classrooms that are achievement-oriented and effectively organized <i>(i.e. Note cleanliness, order, signage, student work, organization)</i>		
Offices	Clean, bright, and welcoming office space that celebrates school mission and student achievement <i>(i.e. Note all leaders' and staff offices, any signage indicating mission and student work celebrating/encouraging achievement)</i>		
Bathrooms	Clean, bright, and welcoming bathrooms <i>(i.e. Look at all bathrooms, note conditions and concerns)</i>		
FACILITY AVERAGE SCORE			

STUDENT ARRIVAL

Category	Expectation	Data and Comments	Rating
Punctuality	100% of students arrive on time, all late arrivals addressed according to clearly articulated school protocol <i>(i.e. Review student arrival procedures, note # of late students and school procedures in response, note any area of concern)</i>		
Readiness	100% of students arrive in uniform with school supplies; all students with uniform concerns addressed according to clearly articulated school protocol <i>(i.e. Review student arrival procedures, note # of students out of uniform or unprepared with materials and school procedures in response, note any area of concern)</i>		
Behavior	100% of students behave respectfully towards self, school, and others; any disrespectful behaviors attended to consistently and in accordance with school code of conduct <i>(i.e. Note all behaviors, count # of disrespectful behaviors and school's response)</i>		
Interaction with Staff	100% of students greet school staff and 100% of staff greet students <i>(i.e. Note all greetings, count # of non-greetings and staff response to non-greetings, note any area of concern)</i>		
STUDENT ARRIVAL AVERAGE SCORE			

START OF DAY

Category	Expectation	Data and Comments	Rating
Mission	100% of school activities at start of day support school's mission and core values <i>(i.e. Note whether school schedule ensures 100% of students and 100% of staff focus in a timely, full, and efficient way on learning and/or school core values)</i>		
Systems and Procedures	Clear, consistent, and highly structured systems and procedures in place to start first period and all systems and procedures consistently employed by all staff and followed by all students, any failure to follow procedures responded to immediately and consistently by school leadership <i>(i.e. Note whether clear, consistent, and highly structured school systems and procedures in place to ensure immediate focus on learning, count # of instances systems or procedures not consistently employed, # of times inconsistencies are effectively responded to, # of times inconsistencies are not effectively responded to, or occurrences unsupported by effective systems or procedures)</i>		
Learning	100% of students prepared to and focused on learning <i>(i.e. Note # of students attentive and focused on learning, # inattentive and not focused, how school inspires/demands focus on learning and how school responds to students not prepared to learn)</i>		
Staff	100% of staff inspire and demand all students are prepared to and focused on learning <i>(i.e. Note # of staff inspiring and demanding all students are prepared to and focused on learning, # of staff not doing this, note staff responses to students not prepared to learn)</i>		
Leadership	100% of leadership team inspire and demand all students are prepared to and focused on learning <i>(i.e. Note # of leaders inspiring and demanding all students are prepared to and focused on learning, # of leaders not doing this, note leaders' responses to students not prepared to learn)</i>		
START OF DAY AVERAGE SCORE			

TRANSITIONS

Category	Expectation	Data and Comments	Rating
Systems and Procedures	Effective school wide use of systems and procedures to smoothly transition students <i>(i.e. Note use of common systems/procedures in place to smoothly transition student, note any inconsistencies or areas of concern)</i>		
Bathroom Transitions	Effective school wide use of systems/procedures to efficiently transition students to/from bathroom and limit loss of time <i>(i.e. Note bathroom procedures, consistency of use, and amount of time lost to learning, note any areas of concern)</i>		
Behavior	Respectful/orderly student behavior with no behavioral incidents, any behavioral incidents attended to immediately, consistently and clearly <i>(i.e. Note student behaviors with particular attention to any behavioral incidents effectively responded to and/or any behavioral incidents overlooked)</i>		
Punctuality	100% of classes start on time <i>(i.e. Note # of classes starting on time w/ all students in seats ready to learn, note # of classes not starting on time w/all students ready to learn, note any areas of concern)</i>		
Focus on Learning	100% of students promptly transition to academic work <i>(i.e. Note # of classes in which all students promptly transition to work, note # of classes in which not all do,, note any concerns)</i>		
Staff	100% of staff supporting transitions with consistent implementation of systems and procedures <i>(i.e. Note # of staff supporting transitions with consistent implementation of systems & procedures, note any concerns)</i>		
Leadership	100% of leadership supporting transitions with consistent implementation of systems/procedures <i>(i.e. Note # of leaders supporting effective transitions and consistently implementing systems/ procedures, note any concerns)</i>		
TRANSITIONS AVERAGE SCORE			

Ratings: 5 = Excellent 4 = Good 3 = Satisfactory 2 = Needs Improvement 1 = Inadequate

DISCIPLINE

Category	Expectation	Data and Comments	Rating
Clarity	Behavioral expectations clear to all school staff, students, and families, and communicated in multiple and effective ways throughout the school <i>(i.e. Note whether behavioral expectations are clear, provided throughout the school building,; and that school behaviors indicate staff and students clearly understand expectations)</i>		
Consistency	Behavioral expectations consistently enforced and behavioral concerns consistently and immediately addressed and responded to, using appropriate consequences positive and negative as outlined in the school's Code of Conduct <i>(i.e. Note whether behavioral expectations consistently enforced by all staff members; note whether behavioral concerns consistently and immediately responded to; note any behavioral concerns that are not immediately or consistently addressed)</i>		
Consequences	Consequences applied fairly and consistently and tied to school mission and student achievement <i>(i.e. Note whether use of physical space –classrooms, Dean of Student's office, and other used spaces – are effectively and efficiently used to consequence behaviors and reinforce mission and student achievement)</i>		
Culture	School culture is respectful, orderly, and achievement-oriented. <i>(i.e. Note overall tone of school atmosphere and degree of respect, order, and focus on achievement that exists; provide examples to support or any areas of concern)</i>		
DISCIPLINE AVERAGE SCORE			

LUNCH

Category	Expectation	Data and Comments	Rating
Systems and Procedures	100% use of lunchrooms with effective and efficient use of systems/procedures to dispense, monitor, and clean up after lunch <i>(i.e. Note use of common systems and procedures to dispense lunch, monitor lunch, and clean up after lunch; note any areas of concern)</i>		
Behaviors	100% of students acts in an orderly and respectful manner, 100% of staff effectively support and require orderly and respectful lunch atmosphere <i>(i.e. Note student behaviors and staff role,; note any areas of concern)</i>		
Cleanliness	100% of lunchroom spaces are kept clean during lunch period, 100% of lunchrooms demonstrate effective and efficient use of systems and procedures to clean space upon completion <i>(i.e. Note use of systems and procedures for cleaning, efficiency and efficacy of these, and any areas of concern; note cleanliness of all lunchroom spaces upon completion)</i>		
LUNCH AVERAGE SCORE			

Democracy Prep Public Schools
SCORE SUMMARY



School: _____

Date: _____

Audit Start Time: _____

Audit End Time: _____

CATEGORY	AVERAGE SCORE
STAFF ARRIVAL AND PREPARATION	
SCHOOL LEADERSHIP	
FACILITY	
STUDENT ARRIVAL	
START OF DAY	
TRANSITIONS	
CLASSROOMS (Calculate the average of every classroom visited)	
DISCIPLINE	
LUNCH	
TOTAL CULTURE AUDIT AVERAGE SCORE	



DEMOCRACY PREP PUBLIC SCHOOLS

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DEMOCRACY PREP PUBLIC SCHOOLS ELEMENTARY SCHOOL SUMMER PD SCHEDULE 2013-2014

Monday, August 5

Time	Session Title
7:30-7:45	Breakfast (Provided)
7:45-8:00	Welcome and Circle
8:00-9:00	DPHE Vision: The What, The Why, The How
9:00-10:00	DPPS HR Benefits Meeting
10:00-10:15	Break
10:15-12:00	Living the Mission
12:00-12:30	Lunch (Provided)
12:30-12:45	Story of Self and Sign Up
12:45-2:15	What it Means to Be TEAM DPHE (Adult Culture)
2:15-2:30	Break
2:30-3:30	Yearly Calendar & PD Deliverables
3:30-4:30	Introduction to DPHE Technology: Computers and Phones
4:30-5:00	Work time

Tuesday, August 6

Time	Session Title
7:45-8:00	Circle
8:00-10:00	Who Are We As a School? Discipline, Behavior and School-Wide Systems
10:00-10:15	Break
10:15-12:00	The Classroom You Want
12:00-12:30	Lunch
12:30-12:45	Story of Self
12:45-1:45	A Culture of Practice
1:45-2:00	Break
2:00-3:15	Practice: The Classroom You Want (focus on systems and routines)
3:15-4:15	Personal Effectiveness: The Together Teacher
4:15-5:00	Operations Overview: Introduction to Collocating

Wednesday, August 7

Time	Session Title
7:45-8:00	Circle
8:00-8:15	Oral Drills
8:15-10:00	Our Philosophy of Education: DPHE Instructional Vision
10:00-10:15	Break
10:15-12:15	Taxonomy Introductions/Practice: Strong Voice, What to Do/Do it Again
12:15-12:45	Lunch
12:45-1:00	Story of Self
1:00-2:00	Taxonomy Role Plays
2:00-2:15	Break
2:15-3:15	Systems and Routines Practice
3:15-4:00	Courageous Conversations
4:00-5:00	Establishing Togetherness

Thursday, August 8

Time	Session Title
7:45-8:00	Circle
8:00-8:15	Oral Drills
8:15-10:00	Taxonomy Introductions/Practice: 100%, Positive Framing
10:00-10:15	Break
10:15-12:00	Reading Mastery Training and Practice
12:00-12:30	Lunch
12:30-12:45	Story of Self
12:45-2:15	Systems and Routines Practice using Taxonomies: Hallway & Classroom Transitions
2:15-2:30	Break
2:30-3:30	Broken Windows
3:30-4:00	College Chant Practice
4:00-5:00	Time Management

Friday, August 9

Time	Session Title
7:45-8:00	Circle
8:00-8:15	Oral Drills
8:15-9:15	Data Driven Instruction
9:15-10:30	STEP Assessment Training
10:30-10:45	Break
10:45-12:30	STEP Assessment Training/Practice; <i>MAP Training</i>
12:30-1:00	Lunch
1:00-1:15	Story of Self
1:15-2:15	A Day/Year in the Life of a DPHE Teacher
2:15-2:30	Break
2:30-3:00	Looking Ahead: Planning Our Week
3:00	SUPER SECRET SURPRISE!

Monday, August 12

Time	Session Title
7:45-8:00	Circle
8:00-9:00	Overview of Reading Instruction at DPHE
9:00-10:00	HR: Policies, Procedures and FAQs
10:00-10:15	Break
10:15-12:00	Read Aloud and Reading Comprehension
12:00-12:30	Lunch
12:30-12:45	Story of Self
12:45-2:15	Reading Comprehension and Putting it All Together (Practice)
2:15-2:30	Break
2:30-4:00	Feedback, Support and Evaluation at DPHE
4:00-5:00	The Server and Lesson Planning Expectations

Tuesday, August 13

Time	Session Title
7:45-8:00	Circle
8:00-8:45	Oral Drills and Reading Demos
8:45-10:30	Writing at DPHE
10:30-10:45	Break
10:45-12:00	Science and Social Studies Training
12:00-12:30	Lunch
12:30-12:45	Story of Self
12:45-1:45	Family Engagement at DPHE
1:45-2:15	Transition/Systems Practice
2:15-2:30	Break
2:30-4:00	Classroom Setup Expectations
4:00-5:00	Photo Session and Work time

Wednesday, August 14

Time	Session Title
8:00-5:00	DP-YOU!

Thursday, August 15

Time	Session Title
7:45-8:00	Circle
8:00-8:45	Oral Drills and Taxonomy Practice
9:00-10:45	Habits of Discussion, Part 2
10:45-11:00	Break
11:00-12:00	Performing Arts, Expression and Movement at DPHE
12:00-12:30	Lunch
12:30-12:45	Story of Self
12:45-1:30	Systems Practice
1:30-2:15	Social Work at DPHE: Mandated Reporting and More
2:15-2:30	Break
2:30-3:00	Grading (Jupiter) and Kickboard Training
3:00-4:00	Preparing for Family Orientation
4:00-5:00	School and Class Chant Practice and Work time

Friday, August 16

Time	Session Title
7:45-8:00	Circle
8:00-8:45	Oral Drills and Writing/Core Demos
9:00-10:30	Overview of Math and Saxon Training
10:30-10:45	Break
10:45-12:00	Math: Problem Solving
12:00-12:30	Lunch
12:30-12:45	Story of Self
12:45-2:30	Preparing for Family Orientation Work time
2:30-3:00	Looking Ahead: Planning Our Week
3:00-3:30	Travel to Pep Rally
3:30	DP Pep Rally and Party!

Monday, August 19

Time	Session Title
7:45-8:00	Circle
8:00-8:30	Oral Drills
8:30-10:00	Getting Ready for Day One: Prep Academy Overview
10:00-10:15	Break
10:15-12:00	Day One: Minute by Minute Plan Rollout
12:00-12:30	Lunch
12:30-12:45	Story of Self
12:45-2:15	Math Demos
2:15-3:15	Town Hall Vision and Expectations
3:15-3:30	Break
3:30-5:00	Classroom Setup

Tuesday, August 20

Time	Session Title
7:45-8:00	Circle
8:00-10:00	Day One Practice and Debrief
10:00-10:15	Break
10:15-12:00	Tighter Transitions and Practice Sessions
12:00-12:30	Korean Lunch (Provided)
12:30-12:45	Story of Self
12:45-2:00	Prep Academy Planning
2:00-2:45	Lesson Planning Check-In
2:45-5:00	Classroom Setup and Bulletin Board Preparations

Wednesday, August 21

Time	Session Title
7:45-8:00	Circle
8:00-10:00	Day One Practice and Debrief
10:00-10:15	Break
10:15-11:15	Incentives and Goals
11:15-12:15	Practice Teaching Sessions
12:15-12:45	Lunch
12:45-1:00	Story of Self
1:00-1:45	Visitors and Security at DPHE
1:45-2:30	Operations, Part 2
2:30-3:15	Other People's Children
3:15-5:00	Classroom Setup and Work time

Thursday, August 22

Time	Session Title
7:45-8:00	Circle
8:00-10:00	Day One/Week ONE Practice and Debrief
10:00-10:15	Break
10:15-11:15	Growth Culture/Demand Excellence
11:15-12:15	Core and Writing Demos
12:15-12:45	Lunch
12:45-1:00	Story of Self
1:00-3:00	Reading and Math Demos
3:00-5:00	Work time and Setup
5:00	Bulletin Boards DUE!

Friday, August 23

Time	Session Title
7:45-8:00	Circle
8:00-10:00	Prep Academy Dress Rehearsal
10:00-10:15	Break
10:15-11:00	Debrief Dress Rehearsal
11:00-12:00	Morning Motivation, Choice Time and Movement
12:00-12:30	Lunch
12:30-12:45	Story of Self
12:45-2:30	Practice Perfect: Prep Academy Weak Spots and Town Hall Practice
2:30-4:30	Last Minute Preparations/Classroom Setup
4:30-5:00	Looking Ahead: Planning Our Week

Monday, August 26

Time	Session Title
7:15-7:30	Circle
7:30-12:30	Prep Academy, Group A
12:30-1:00	Lunch
1:00-2:00	Prep Academy Debrief
2:00-3:00	Layups
3:00-5:00	Work time

Tuesday, August 27

Time	Session Title
7:15-7:30	Circle
7:30-12:30	Prep Academy, Group B
12:30-1:00	Lunch
1:00-2:00	Prep Academy Debrief
2:00-3:00	Layups
3:00-4:00	Jupiter Grading Review and Practice
4:00-5:00	Work time

Wednesday, August 28

Time	Session Title
7:15-7:30	Circle
7:30-12:30	Prep Academy
12:30-1:00	Lunch
1:00-2:00	Prep Academy Debrief
2:00-3:00	Layups
3:00-5:00	Work time

Thursday, August 29

Time	Session Title
7:15-7:30	Circle
7:30-12:30	Prep Academy
12:30-1:00	Lunch
1:00-2:00	Prep Academy Debrief
2:00-3:00	Layups
3:00-5:00	Work time

Friday, August 30

Time	Session Title
7:15-7:30	Circle
7:30-12:30	Prep Academy PLUS
12:30-1:00	Lunch
1:00-2:00	Prep Academy Debrief
2:00-3:00	Layups
3:00-3:30	Looking Ahead: Planning Our Week
3:30-5:00	Final Rehearsal and NJA Closeout

Career Paths at Democracy Prep Public Schools

Master Teacher & National Guru Track



Sue Walsh,
Rafe Esquith,
Ron Clarke,
and Frank Corcoran

Instructional Leadership & Superintendent Track



Loraine Monroe,
John King,
Dacia Toll,
& Deb Gist

Social Entrepreneurship & CMO Track



Linda Brown, Alan Khazei, and Wendy Kopp

AUGUST 2013



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5 All New and Returning HPE Staff/Teachers Report	6	7	8	9	10
11	12	13	14 DPPS Network PD	15	16 DPPS Pep Rally & Party	17 HPE Gr K-5 Parent Orientation- 10am
18	19	20	21	22 Bulletin Boards Due- Welcome Back!	23	24
25	26 Prep Academy K Scholars Only	27 Prep Academy K-5 NEWLY Enrolled Scholars Only	28 Prep Academy ALL K-5 scholars	29 Prep Academy ALL K-5 scholars	30 Prep Academy All K-5 scholars	31

SEPTEMBER 2013



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Labor Day-- School Closed	3 First Day of School LAB-R Administration Begins	4 Bi-Monthly Writing Assessment (Baseline)	5 Rosh Hashanah	6 PD: Writing Data Analysis	7
8 Jupiter Grades Due	9 MAP Testing Begins	10 Get Out The Vote!	11 Patriot Day	12	13 PD: Back to School Night LAB-R Administration Ends	14 Yom Kippur
15 Jupiter Grades Due	16 R1 STEP Testing Begins	17	18 HPE's Back to School Night-- 5:30-7:00pm	19	20 MAP Testing Ends	21
22 Jupiter Grades Due	23	24	25	26	27 R1 STEP Testing Ends PD: STEP Data Day	28
29 Jupiter Grades Due	30 Progress Reports Sent Home					

OCTOBER 2013



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4 DPPS Network PD	5
6 Jupiter Grades Due	7	8	9	10	11 Bulletin Boards Due- Math	12
13 Jupiter Grades Due	14 Columbus Day School Closed	15	16	17	18 PD: Prepping for ANET	19 Saturday Academy R1
20 Jupiter Grades Due	21	22 ANET 1 ELA	23 ANET 1 Math	24	25 PD: Prepping for STEP, P/T Conferences Prep, PiD Process Prep	26 Saturday Academy R1
27 Jupiter Grades Due	28	29	30 Parent/Teacher Conferences- 1:00pm Dismissal (begin to message PiD to families)	31 Halloween Staff PD Day- 1pm Dismissal for Scholars ANET Data Day		

NOVEMBER 2013



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 PD: GOTV Preparations	2 Saturday Academy R1
3 Daylight Savings Jupiter Grades Due	4	5 Get out the Vote!	6 Fall Concert	7	8	9
10 Jupiter Grades Due	11 Veteran's Day-- School Closed	12 R2 STEP Testing Begins	13 Bi-Monthly Writing Assessment #2	14	15 PD: Writing Data Day	16 Saturday Academy R1
17 Jupiter Grades Due	18	19	20	21	22 R2 STEP Testing Ends PD: STEP Data Day	23
24 Jupiter Grades Due	25	26 HPE's Cultural Celebration Progress Reports Sent Home	27 Chanukkah Begins Thanksgiving Break-- School Closed	28 Thanksgiving Thanksgiving Break-- School Closed	29 Thanksgiving Break-- School Closed	30

DECEMBER 2013



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Jupiter Grades Due	2	3	4	5	6 Bulletin Boards Due- Reading	7 Saturday Academy R1
8 Jupiter Grades Due	9 Staff PD Day-- No school for scholars	10 ANET 2 ELA 2-5	11 ANET 2 Math 2-5 Trimester 1 Ends	12	13	14 Saturday Academy R1
15 Jupiter Grades Due	16 T1 Evaluation Meetings Throughout the Week	17 K-2 Winter Concert	18 Parent/Teacher Conferences-- 1pm Dismissal	19 3-5 Winter Concert	20 PD: ANET Data Day	21 Dec. Solstice
22 Jupiter Grades Due	23 Holiday Break-- School Closed	24 Christmas Eve Holiday Break-- School Closed	25 Christmas Day Holiday Break-- School Closed	26 Kwanzaa begins Holiday Break-- School Closed	27 Holiday Break-- School Closed	28
29	30 Holiday Break-- School Closed	31 New Year's Eve Holiday Break-- School Closed				

JANUARY 2014



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 New Year's Day Holiday Break-- School Closed	2 School Reconvenes	3 PD: STEP Prep	4
5 Jupiter Grades Due	6 R3 STEP Testing Begins	7	8 Bi-Monthly Writing Assessment #3	9	10 PD: Writing Data Day	11 Saturday Academy R2
12 Jupiter Grades Due	13	14	15	16	17 R3 STEP Testing Ends PD: Practice Exam Prep & STEP Data Day	18
19 Jupiter Grades Due	20 ML King Day-- School Closed	21 ELA Practice Exam	22 ELA Practice Exam	23 ELA Practice Exam	24 PD: ELA Data Day	25 Saturday Academy R2
26 Jupiter Grades Due	27	28 Math Practice Exam	29 Math Practice Exam	30 Math Practice Exam Progress Reports Sent Home	31 PD: Math Data Day FUNbruary Kick-Off at Town Hall	

FUNBRUARY 2014



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2 Groundhog Day Jupiter Grades Due	3	4 ANET 3 ELA	5 ANET 3 Math	6	7 DPPS Network PD Bulletin Boards Due- Writing	8 Saturday Academy R2
9 Jupiter Grades Due	10	11 Advocacy Day	12 Lincoln's B-Day	13	14 Valentines Day PD: ANET Data Day	15
16 Jupiter Grades Due	17 President's Day-- School Closed	18 Mid-Winter Recess-- School Closed	19 Mid-Winter Recess-- School Closed	20 Mid-Winter Recess-- School Closed	21 Mid-Winter Recess-- School Closed	22
23	24 Staff PD Day-- No School for Scholars	25	26 Black History Month Performance	27	28 Progress Reports Sent Home	

MARCH 2014



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2 Jupiter Grades Due	3 R4 STEP Testing Begins	4	5 Bi-Monthly Writing Assessment #4	6	7 PD: Writing Data Day	8 Saturday Academy R2
9 Jupiter Grades Due <small>Daylight Savings</small>	10	11	12	13	14 R4 STEP Testing Ends Final PiD Decisions Communicated PD: STEP Data Day	15
16 Jupiter Grades Due	17 St. Patrick's Day	18	19	20 --	21 PD: P/T Conferences Prep	22 Saturday Academy R2
23 Jupiter Grades Due	24 Staff PD Day- 1pm Dismissal for Sscholars	25	26 Parent/Teacher Conferences-- 1pm Dismissal	27 Trimester 2 Ends	28 Bulletin Boards Due- Science/SS	29 Saturday Academy R2

APRIL 2014



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 NYS ELA Exam	2 NYS ELA Exam	3 NYS ELA Exam	4	5
6 Jupiter Grades Due	7 T2 Evaluation Meetings Throughout the Week	8	9	10	11	12
13	14 Spring Break-- School Closed	15 Passover Spring Break-- School Closed	16 Spring Break-- School Closed	17 Spring Break-- School Closed	18 Good Friday Spring Break-- School Closed	19
20 Easter	21 Spring Break-- School Closed	22 Earth Day Spring Break-- School Closed	23	24	25	26 Saturday Academy R2
27 Jupiter Grades Due	28	29	30 NYS Math Exam			

MAY 2014



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 NYS Math Exam	2 NYS Math Exam	3
4 Jupiter Grades Due	5 NYSESLAT Testing Begins	6	7	8	9 Staff PD Day-- No School for Scholars	10
11 Mother's Day Jupiter Grades Due	12	13 K-2 Spring Concert ANET 4 ELA	14 3-5 Spring Concert ANET 4 ELA	15	16 DPPS Network PD NYSESLAT Testing Ends	17
18 Jupiter Grades Due	19	20	21 NYS Science Exam, Gr 4 (Performance Test)	22	23	24
25 Jupiter Grades Due	26 Memorial Day--School Closed	27 MAP Testing Begins R5 STEP Testing Begins	28	29	30 Progress Reports Sent Home	31

JUNE 2014



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Jupiter Grades Due	2 NYS Science Exam, Gr 4 (Written)	3	4	5	6 MAP Testing Ends R5 STEP Testing Ends Bulletin Boards Due PD: PiD Decisions & STEP Data Day	7
8 Jupiter Grades Due	9 Final Determinations of PiD Communicated	10	11 Bi-Monthly Writing Assessment #5 Spring Musical	12 Field Day-- 1pm Dismissal for Scholars	13 PD: Writing Data Day	14 Flag Day
15 Father's Day Jupiter Grades Due	16 DREAM Trips and Rewards Week	17	18	19	20 Trimester 3 Ends Final Jupiter Grades Due	21
22	23 T3 Evaluations Throughout the Week	24	25 Stepping Up Ceremony Gr. K-5	26 Last Day of School-- 1pm Dismissal for Scholars Potluck	27	28 Ramadan begins
29	30					

JULY 2014



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4 Independence Day	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

MEMORANDUM OF UNDERSTANDING

This AGREEMENT is made this date of July 1, 2014, between AppleTree Institute for Education Innovation, 415 Michigan Ave NE, Washington, DC 20017 ("AppleTree") and Democracy Prep D.C. Charter School ("DPDC" or "School").

WHEREAS, School is a Washington, DC charter school currently serving kindergarten students, and

WHEREAS, School desires that AppleTree fully manage and operate the educational program for Pre-School and Pre-Kindergarten ("Pre-K3" and "Pre-K4"),

NOW THEREFORE, the parties agree as follows:

1. Basic relationship:

- a. School would provide AppleTree with sufficient classroom and administrative space to operate as a "school within a school", to be called "AppleTree@DPDC." AppleTree@DPDC would operate under School's charter and AppleTree's relationship with School will be further defined by a Management Agreement to be mutually agreed upon.
- b. The AppleTree Program would operate under School's charter.
- c. AppleTree would be solely responsible for all costs associated with operating the AppleTree Program, including, but not limited to, compensation for teachers and administrators, curriculum related expenses, all liabilities and any and all expenses associated with special education. AppleTree will be required to obtain all insurance required to operate the AppleTree Program and such insurance shall list School as an additional insured.
- d. As a management company, AppleTree, as requested, would attend regular School board meetings and would provide regular reporting to the board on educational, operational and financial matters.
- e. The terms embodied in this Term Sheet would be subject to any required governmental or regulatory approvals.

2. Term and termination:

- a. The initial term of the Management Agreement would be co-terminus with the length of School's charter.
- b. Subsequent renewals (for a term equal to any renewal of School's charter) would be automatic unless either party gave 120-day notice to the other.
- c. Either party could terminate for cause, including violation of the Management Agreement, failure to comply with the requirements of applicable laws and regulations (including those imposed by the Charter), or failure to reach certain predefined metrics (e.g., enrollment, PMF and achievement levels).
- d. In the event of termination for any reason:

- i. School would discontinue use of the AppleTree brand, would return to AppleTree all of its intellectual properties, including curriculum materials, and would desist from using AppleTree methodologies and other intellectual properties and
- ii. AppleTree would discontinue use of the AppleTree@DPDC brand and would return to School all of its intellectual properties and marketing materials.

3. Real estate/property management:

- a. School would make available to AppleTree a mutually agreed upon number of classrooms to be used by AppleTree for three- and four-year-old educational and related programs as well as other administrative space as the parties mutually agree upon (the "Space").
- b. AppleTree would be responsible for ensuring that the Space is outfitted with furniture, equipment and the like.
- c. School would be responsible for all routine property maintenance (e.g., cleaning, supplies, etc.) of the Space as well as payment of heating, cooling and other utilities.

4. Marketing:

- a. AppleTree would bear primary responsibility for marketing of programs to three- and four-year olds.
- b. AppleTree and School would coordinate those marketing efforts to ensure that they deliver a consistent message and mutually enhance each other's operations.
- c. The AppleTree Program would be branded as an AppleTree program (e.g., "AppleTree@DPDC.")

5. Operations:

- a. AppleTree would have exclusive control over the AppleTree@DPDC Program, including selection of teachers, AppleTree@DPDC Program leaders, and curriculum.
- b. AppleTree would be responsible for all ensuring that aspects of the AppleTree@DPDC Program are in place, including, but not limited to, staffing, equipment, furniture, and curriculum.
- c. AppleTree would be responsible for all liabilities associated with operating AppleTree@DPDC and will secure and maintain the appropriate insurance, in the minimum amounts required by PCSB, to limit such liability. Such insurance shall name School as an additional insured.
- d. AppleTree would coordinate with School to ensure that School and AppleTree's calendars and day starts and finishes are aligned.
- e. Each party would provide the other with appropriate assurances relating to confidentiality and poaching of each other's staff.
- f. Both parties recognize that day-to-day issues of operations and the like are likely to arise and will also execute a "Cooperation Agreement" that would set out a mechanism (including regular reporting and meetings) for addressing these matters.

6. Management Fee:

- a. The Management Agreement paid to AppleTree would be structured as a “sweep contract” whereby AppleTree would receive the per-pupil funding from the District equal to the number of Pre-K3 and Pre-K4 students enrolled in the AppleTree@DPDC Program (not inclusive of the facilities allotment and minus the PCSB 0.5% administrative fee associated for the AppleTree students). AppleTree, in turn, would be responsible for paying all costs of the AppleTree@DPDC Program, including, but not limited to, compensation for teachers and administrators, curriculum-related expenses, and any and all expenses associated with special education.
- b. Since School would collect the facilities allotment for the Pre-K3 and Pre-K4 students enrolled in the AppleTree@DPDC Program, AppleTree would not pay to School any fees associated real estate costs and operating expenses of the Space.

The Parties understand that this Agreement is subject to the execution of binding agreements between the two, including a Management Agreement and Cooperation Agreement. In witness thereto, they have affixed their hands below.

AppleTree Institute
for Education Innovation

Democracy Prep DC Charter School

By: [name]
Its: [title]
Date:

By: [name]
Its: [title]
Date:



**US Department of Education
Washington, D.C. 20202
GRANT AWARD NOTIFICATION**

U282M120031

1 RECIPIENT NAME Democracy Prep Public Schools 207 W 133rd Street New York, NY 10030 - 3201	2 AWARD INFORMATION PR/AWARD NUMBER U282M120031 ACTION NUMBER 3 ACTION TYPE Administrative AWARD TYPE Discretionary															
3 PROJECT STAFF RECIPIENT PROJECT DIRECTOR Ngozika Uzoma nuzoma@democracyprep.org EDUCATION PROGRAM CONTACT Erin M Pfeltz (202) 205-3525 erin.pfeltz@ed.gov EDUCATION PAYMENT HOTLINE G5 PAYEE 888-336-8930 HELPDESK gdcaps.user@ed.gov	4 PROJECT TITLE 84.282M Building Democracy: Breaking the Leadership Barrier to Achieve Scale															
5 KEY PERSONNEL <table border="0"> <thead> <tr> <th align="left"><u>NAME</u></th> <th align="left"><u>TITLE</u></th> <th align="right"><u>LEVEL OF EFFORT</u></th> </tr> </thead> <tbody> <tr> <td>Ngozika Uzoma</td> <td>Project Director</td> <td align="right">25 %</td> </tr> </tbody> </table>		<u>NAME</u>	<u>TITLE</u>	<u>LEVEL OF EFFORT</u>	Ngozika Uzoma	Project Director	25 %									
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ATTACHMENTS	N/A															
9 LEGISLATIVE AND FISCAL DATA <table border="0"> <tbody> <tr> <td>AUTHORITY:</td> <td>PL 107-110 V NO CHILD LEFT BEHIND</td> </tr> <tr> <td>PROGRAM TITLE:</td> <td>CHARTER SCHOOLS</td> </tr> <tr> <td>CFDA/SUBPROGRAM NO:</td> <td>84.282M</td> </tr> </tbody> </table>		AUTHORITY:	PL 107-110 V NO CHILD LEFT BEHIND	PROGRAM TITLE:	CHARTER SCHOOLS	CFDA/SUBPROGRAM NO:	84.282M									
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EXPLANATION OF BLOCKS ON THE GRANT AWARD NOTIFICATION

For Discretionary, Formula and Block Grants (See Block 2 of the Notification)

1. **RECIPIENT NAME** - The legal name of the recipient, name of the primary organizational unit that
2. **AWARD INFORMATION** - Unique items of information that identify this notification.
 - PR/AWARD NUMBER** - A unique, identifying number assigned by the Department to each application. On funded applications, this is commonly known as the "grant number" or "document number."
 - ACTION NUMBER** - A numeral that represents the cumulative number of steps taken by the Department to date to establish or modify the award through fiscal or administrative means. Action number "01" will always be "NEW AWARD"
 - ACTION TYPE** - The nature of this notification (e.g., NEW AWARD, CONTINUATION, REVISION, ADMINISTRATIVE)
 - AWARD TYPE** - The particular assistance category in which funding for this award is provided, i.e., DISCRETIONARY, FORMULA, or BLOCK.
3. **PROJECT STAFF** - This block contains the names and telephone numbers of the U.S. Department of Education and recipient staff who are responsible for project direction and oversight.
 - *RECIPIENT PROJECT DIRECTOR** - The recipient staff person responsible for administering the project. This person represents the recipient to the U.S. Department of Education.
 - EDUCATION PROGRAM CONTACT** - The U.S. Department of Education staff person responsible for the programmatic, administrative and business management concerns of the Department.
 - EDUCATION PAYMENT CONTACT** - The U.S. Department of Education staff person responsible for payments or questions concerning electronic drawdown and financial expenditure reporting.
4. **PROJECT TITLE AND CFDA NUMBER** - Identifies the Catalog of Federal Domestic Assistance (CFDA) subprogram title and the associated subprogram number.
5. *** KEY PERSONNEL** - Name, title and percentage (%) of effort the key personnel identified devotes to the project.
6. **AWARD PERIODS** - Project activities and funding are approved with respect to three different time periods, described below:
 - BUDGET PERIOD** - A specific interval of time for which Federal funds are being provided from a particular fiscal year to fund a recipient's approved activities and budget. The start and end dates of the budget period are shown.
 - PERFORMANCE PERIOD** - The complete length of time the recipient is proposed to be funded to complete approved activities. A performance period may contain one or more budget periods.
 - *FUTURE BUDGET PERIODS** - The estimated remaining budget periods for multi-year projects and estimated funds the Department proposes it will award the recipient provided substantial progress is made by the recipient in completing approved activities, the Department determines that continuing the project would be in the best interest of the Government, Congress appropriates sufficient funds under the program, and the recipient has submitted a performance report that provides the most current performance information and the status of budget expenditures.
7. **AUTHORIZED FUNDING** - The dollar figures in this block refer to the Federal funds provided to a recipient during the award periods.
 - *THIS ACTION** - The amount of funds obligated (added) or de-obligated (subtracted) by this notification.
 - *BUDGET PERIOD** - The total amount of funds available for use by the grantee during the stated budget period to this date.
 - *PERFORMANCE PERIOD** - The amount of funds obligated from the start date of the first budget period to this date.
 - RECIPIENT COST SHARE** - The funds, expressed as a percentage, that the recipient is required to contribute to the project, as defined by the program legislation or regulations and/or terms and conditions of the award.
 - RECIPIENT NON-FEDERAL AMOUNT** - The amount of non-federal funds the recipient must contribute to the project as identified in the recipient's application. When non-federal funds are identified by the recipient where a cost share is not a legislation requirement, the recipient will be required to provide the non-federal funds.
8. **ADMINISTRATIVE INFORMATION** - This information is provided to assist the recipient in completing the approved activities and managing the project in accordance with U.S. Department of Education procedures and regulations.
 - DUNS/SSN** - A unique, identifying number assigned to each recipient for payment purposes. The number is based on either the recipient's assigned number from Dun and Bradstreet or the individual's social security number.
 - *REGULATIONS** - *REGULATIONS - The parts of the Education Department General Administrative Regulations (EDGAR), specific program regulations (if any), and other titles of the Code of Federal Regulations that govern the award and administration of this grant.
 - *ATTACHMENTS** - Additional sections of the Grant Award Notification that discuss payment and reporting requirements, explain Department procedures, and add special terms and conditions in addition to those established, and shown as clauses, in Block 10 of the award. Any attachments provided with a notification continue in effect through the project period until modified or rescinded by the Authorizing Official.
9. **LEGISLATIVE AND FISCAL DATA** - The name of the authorizing legislation for this grant, the CFDA title of the program through which funding is provided, and U.S. Department of Education fiscal information.
 - FUND CODE, FUNDING YEAR, AWARD YEAR, ORG.CODE, PROJECT CODE, OBJECT CLASS** - The fiscal information recorded by the U.S. Department of Education's Grant Administration and Payment System to track obligations by award.
 - AMOUNT** - The amount of funds provided from a particular appropriation and project code. Some notifications authorize more than one amount from separate appropriations and/or project codes. The total of all amounts in this block equals the amount shown on the line, "THIS ACTION" (See "AUTHORIZED FUNDING" above (Block 7)).
10. **TERMS AND CONDITIONS** - Requirements of the award that are binding on the recipient.
 - *AUTHORIZING OFFICIAL** - The U.S. Department of Education official authorized to award Federal funds to the recipient, establish or change the terms and conditions of the award, and authorize modifications to the award

FOR FORMULA AND BLOCK GRANTS ONLY:

(See also Blocks 1, 2, 4, 6, 8, 9 and 10 above)

3. **PROJECT STAFF** - The U.S. Department of Education staff persons to be contacted for programmatic and payment questions.

7. AUTHORIZED FUNDING

CURRENT AWARD AMOUNT - The amount of funds that are obligated (added) or de-obligated (subtracted) by this action.

PREVIOUS CUMULATIVE AMOUNT - The total amount of funds awarded under the grant before this action.

CUMULATIVE AMOUNT - The total amount of funds awarded under the grant, this action included.

* This item differs or does not appear on formula and block grants.

Insurance Summary - Year 1

(Democ Prep DC is working with Austin & Co., Inc. to seek insurance coverage. The coverages below are comprehensive and typical of a charter school. Premium is subject to an application and underwriting review.)

For: Democracy Prep DC		Date Prepared: 2/27/13	
Coverage's		Limits	Estimated Premium
1	Property - Choice Form Building Business Personal Property (BPP) Replacement Cost & Agreed Value Equipment Breakdown <i>Property Deductible:</i> <i>Wind Deductible:</i>	TBD TBD 2,500 N/A	TBD
	Business Interruption Business Income with Extra Expense	500,000	Incl. in 1
3	Inland Marine Computerized Business Equipment Hardware/Software	Included in BPP Definition	Incl. in 1
4	Crime Employee Dishonesty Forgery Computer Fraud	250,000 250,000 250,000	Incl. in 1
5	Automobile Liability Hired & Non-Owned Liability	1,000,000	Incl. in 1
6	General Liability Any One Occurrence Annual Aggregate Limit Abuse & Molestation Coverage Employee Benefits Liability <i>Each Claim</i> <i>Aggregate</i> <i>Student Enrollment</i>	1,000,000 3,000,000 Included 1,000,000 1,000,000 TBD	TBD
7	Directors & Officers Including Educational Practices Wrongful Acts Employment Practices Liability Fiduciary Liability <i>Retention</i>	1,000,000 1,000,000 1,000,000 15,000	TBD
8	Umbrella Liability & Excess Educators Legal Lia Each Occurrence General Aggregate <i>Attach to Directors & Officers</i> <i>Attach to Abuse & Molestation Coverage</i> Fiduciary Liability <i>Retention</i>	5,000,000 5,000,000 Yes Yes 2,000,000 10,000	TBD

Insurance Summary - Year 1

(Democ Prep DC is working with Austin & Co., Inc. to seek insurance coverage. The coverages below are comprehensive and typical of a charter school. Premium is subject to an application and underwriting review.)

For: Democracy Prep DC		Date Prepared: 2/27/13	
Coverage's		Limits	Estimated Premium
9	Workers' Compensation & Employers' Liability	Statutory Limits	TBD
	Experience Modification	N/A	
	Estimated Payroll - Code 8868: School/Prof & Clerical	TBD	
	Code 9101: School All other	TBD	
10	Student Accident	25,000	TBD
	Accident Medical Expense	Included	
	Accident Dental Expense	0	
	Type of Coverage <u>Deductible</u>	Excess	
	Student Enrollment	TBD	
11	Catastrophic Student Accident	1,000,000	TBD
	Accident Medical Expense	Included	
	Accident Dental Expense	25,000	
	Type of Coverage <u>Deductible</u>	Excess	
	Student Enrollment	TBD	
Total Annual Estimated Premium			TBD